A3273-91 4/—92

ASSOCIATION OF
AMERICAN
MEDICAL COLLEGES

MINORITY STUDENT OPPORTUNITIES IN UNITED STATES MEDICAL SCHOOLS 1990-91

Minority Student Opportunities in United States Medical Schools
1990–91

11th Edition

Edited by Mary T. Cureton-Russell

Section for Minority Affairs

Division of Minority Health, Disease Prevention/Health Promotion

Association of American Medical Colleges
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Acknowledgements

Special thanks are due to Ms. Lily May Johnson, Dr. Robert G. Petersdorf (President) and Dr. Herbert W. Nickens (Vice President for Minority Health, Disease Prevention/Health Promotion), AAMC for their support, and to the officials at the medical schools who provided the information for his publication.

Remarks

The information in this book is based on data collected from the medical schools by the AAMC Section for Minority Affairs. For most school entries in this publication, the narrative descriptions cover six topics: (1) Recruitment, (2) Admissions, (3) Academic Aid Programs, (4) Summer Programs, (5) Student Financial Assistance, and (6) Other Pertinent Information. The data published show the number of applicants, the number offered an acceptance, the number of first-time matriculants, the number enrolled in the first-year class (including repeating and continuing students), and the number enrolled in all years (freshmen and upperclassmen). These data are categorized by the following racial/ethnic groups: Black American, American Indian, Mexican American/Chicano, and mainland Puerto Rican; by sex; and by the percentage of state residents. This book also includes tables in the appendix on Summer Programs.

This publication should be used in conjunction with *Medical School Admission Requirements*, also published by the AAMC. For more detailed information regarding programs, policies and procedures, contact the school in which you are interested. The name of a contact person is provided for each medical school entry.

It's important to keep in mind that the data in this book should be used in conjunction with other information as you review medical schools to which you apply. Among the other elements you should examine are the medical school's program and philosophy, geographic location, state residency requirements, and the cost of attending. These and other information you gather should be discussed with the Premedical advisor at your institution.

Policies and procedures regarding recruitment and admissions programs described in the narratives are those of each individual school, not those of AAMC.

AAMC Division for Minority Health, Disease Prevention/Health Promotion

The AAMC Section for Minority Affairs was created in 1969 to assist medical schools in their effort to recruit, to admit, to retain, and to graduate persons from underrepresented minority groups in medicine. The section now is incorporated into the Division of Minority Health, Disease Prevention/Health Promotion. The Section's activities include monitoring of governmental policies, collecting data, providing assistance to institutions, responding to inquiries from students, organizations, and medical school personnel as well as providing staff support to various committees in AAMC. Over the years, the Section has instituted this publication, the *Minority Student Opportunities in U.S. Medical Schools*, and the following services: the *Minority Student Information Clearinghouse*, the *Medical Minority Applicant Registry*, and the *Simulated Minority Admission Exercises*. The *Minority Student Information Clearinghouse* provides information to students on the application process, the New MCAT exam, relevant publications and other services available from AAMC. The *Medical Minority Applicant Registry* (Med-MAR) was created to enhance admission opportunities for students from underrepresented minority groups.The program provides basic biographical information on medical school applicants belonging to a minority group to admissions offices of all U.S. medical schools. Med-MAR is circulated twice a year (usually July and November after the administration of the MCAT exam) at no cost to students or medical schools. In addition to these services, the Section has developed the *Simulated Minority Admission Exercises* to assist medical school admissions committees in assessing and selecting nontraditional applicants. Admissions committee members, premedical advisors, and faculty members have found these workshops to be valuable.

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Foreword

Many years have passed since U.S medical schools first began a concerted effort to enroll students from various racial and ethnic backgrounds in their classes where before nearly all students were white. It was in 1968–69, nearly 100 years after the formation of the Association of American Medical Colleges (AAMC) that medical schools first accepted the responsibility to begin training individuals from groups underrepresented in medicine, such as American Indians, Black Americans, Mexican Americans, and mainland Puerto Ricans, to become physicians.

Although opportunities for minority group students to pursue careers in medicine have existed and expanded over the past two decades, the amount of information regarding these opportunities is often limited and not always directed toward the individuals most concerned with the education and advising of students from these segments of the population. This biennial publication, *Minority Student Opportunities in United States Medical Schools* (MSOUSMS), is part of the overall effort by the AAMC to assist medical schools to increase the number of qualified applicants from groups currently underrepresented in medical education.

This book has provided students, premedical advisors, counselors, and others with up-to-date information and descriptions of programs at medical schools which are designed to provide opportunities for racial/ethnic groups underrepresented in medical education to pursue careers in medicine. The narrative descriptions in MSOUSMS cover topic areas such as recruitment, admissions, academic aid programs, summer programs, and student financial assistance programs. In addition, statistical data depicting minority student enrollments, applicants, acceptances, and the number of students graduating on a school by school basis are provided.

This publication should be of particular importance to minority students because it provides them with a means to reasonably assess and compare the many programs available to assist them. MSOUSMS offers the minority applicant to medical school a tool to assist him/her in making decisions concerning the schools to which to apply.

Herbert W. Nickens, M.D., M.A.
Vice President
Division of Minority Health,
Disease Prevention/Health
Promotion
AAMC

Information About Medical School Programs

University of Alabama School of Medicine

Address inquiries to
Dr. Marlon L. Priest
Assistant Dean for
Minority Enhancement
University of Alabama
School of Medicine
Birmingham, Alabama 35294
(205) 934-6550

Recruitment. The University of Alabama School of Medicine has a fundamental commitment to the identification, recruitment, advising, and retention of students from minority groups and other disadvantaged populations. Members of the Medical School Admissions Office participate in high school "career day programs" sponsored by community action groups throughout Alabama. Minority and other disadvantaged students interested in the study of medicine are identified, given literature, and offered counsel. As these students enter college, this relationship is maintained through their college advisors. Visits to appropriate college campuses are made at least once each year by the Director of Admissions and, when possible, by one or more minority medical students. Through these visits, information and encouragement is given to interested students with particular emphasis on the admission process, curriculum, and financial aid programs. Individual conferences are arranged especially with junior level students. The University of Alabama at Birmingham holds a training grant under provisions of the Health Professions Opportunity Pathway Program (HPOPP). The objective of this program is to facilitate the entry of students from disadvantaged backgrounds into the various health professions programs of the University. At the moment the program involves intense effort with three "feeder" schools.

Admissions. Although it is not specifically designated as a sub-committee, members of the Admissions Committee including the minority members, review all applications submitted by members of minority or other disadvantaged groups. Particular emphasis is placed on students who are residents of Alabama and all students so designated are offered on-campus interviews. Furthermore, area interviews are offered when possible and are frequently coordinated with the college visitation program. Considerable effort is expended to make the interview process convenient for the student and a number of unique methods are employed to solve individually the problems of interviewing, counselling, and advising each applicant.

Academic Aid Programs. Enrichment and academic aid programs designed to assist members of minority and other disadvantaged groups are offered on a limited basis. The School of Medicine maintains a sophisticated and extensive educational development office which prepares, evaluates, and administer self-development instructional materials. Other study aids and tutorial assistance are also available to students. The tutorial sessions are available to all students upon request and as the need is identified by the faculty. Considerable effort is made in order to identify minority tutors. Compensation for this program is provided under the HCOPP procedure.

Summer Programs. Under provisions of the newly formulated HPOPP program a summer enrichment experience for minority pre-professional students has been developed to enhance their preparedness for the study of basic science courses. The initial allotment of students for this program is currently 36 with the expectation that this might be increased in the future. Under the same HPOPP plan, a pre-application one week structured program is also now provided. The most ambitious program is the Post-acceptance (pre-matriculation) Program which is a two week structured "course" to assist accepted students in making necessary critical adjustment to the new environment prior to entering medical school. Travel funds and per diem support is provided to students accepted for the course.

Student Financial Assistance. The University waives application fees for disadvantaged students upon verification of need. The Robert R. Meyer Foundation Scholarship is available to assist an outstanding black student. The A.G. Gaston Loan Fund can be available to minority students with established financial need.

Other Pertinent Information. Since the University of Alabama is a state institution, special attention is given by the Admissions Committee to those minority students who are residents of Alabama. Any student who has moved to another state to attend college, but who is interested in making application for admission to the University of Alabama School of Medicine, is urged to contact the Admissions Office for information and counseling.

University of South Alabama College of Medicine

Address inquiries to
Dr. Mark S. Johnson
Assistant Dean
University of South Alabama
College of Medicine
Office of Admissions
Mobile, Alabama 36688
(205) 460-6034

Recruitment. Representatives from the Office of Student Affairs visit most of the colleges in Alabama, including predominantly Black colleges, for the purpose of advising pre-professional students on various aspects of medical school application. Medical students occasionally participate in these recruitment visits and minority students are especially encouraged to visit the predominantly Black colleges to give the minority applicants an accurate picture of the role of minority students in the College of Medicine. Each interested premedical student is interviewed and his/her academic record, background, and financial resources are explored. Recruitment programs at the high school level are directed toward sum mer job opportunities primarily in the basic science departments of the College of Medicine where students who express an interest in medicine are introduced to medical research and occasionally may be exposed to some aspects of clinical practice.

Admissions. All applicants are evaluated by the Admissions Committee of the College of Medicine. This committee is composed of faculty, members of the local community (medical and non-medical), and students. There are no special admissions procedures for minority applicants. Selection is made on a competitive basis using academic qualifications, MCAT scores, and personal qualities such as maturity, determination and motivation for a career in medicine.

Academic Aid Programs. Because of our relatively small size, academic assistance is readily available to all students in difficulty and is provided both by other students and by faculty. Such assistance can be obtained by the individual or can be coordinated through the Office of Academic Affairs. A variety of study aids, including specialized preparation for board exams is also available through the Office of Academic Affairs.

Summer Programs. The University of South Alabama College of Medicine does offer a special summer enrichment and recruitment academic program. This program is designed as one which offers a direct process into medical school at the University of South Alabama for undergraduate students. A Summer Research Program is available for incoming first year students and rising second year students. This pro gram allows students the opportunity to work with clinical and basic science faculty on a variety of research problems. Results of these projects are presented at Student Research Day in August and abstracts from these presentations are published in the Alabama Journal of Medical Sciences.

Student Financial Assistance. A variety of State Scholarship and loan programs are available to qualified residents of Alabama. These programs are handled through the University of South Alabama Office of Financial Aid. Application fees are waived if it can be demonstrated that payment would constitute an economic burden for the student.

University of Arizona College of Medicine

Address inquiries to
Student Affairs
University of Arizona
1501 N. Campbell Ave.
Tuscon, Arizona 85724
(602) 626-6216

Recruitment. The University of Arizona Health Sciences Center actively recruits Arizona minority and rural applicants. The College of Medicine initially had a grant from the American Medical Student Association for the recruitment, counseling and retention of minority students. This grant terminated in August 1981 and the present activities in this area are being supported by the College of Medicine. The Minority Recruitment Project is being implemented by students and faculty of the College of Medicine who are committed to increasing the enrollment of minority medical students. The Project offers premedical guidance regarding interviewing, the MCAT, and the medical school application process. It offers support systems, materials and counseling to those applicants who are admitted and hopes to develop socially relevant projects for both minority premed and medical students.

Admissions. There are no special committees or policies for minority admissions to the University of Arizona College of Medicine. The University's commitment to affirmative action serves the best interests of minority applicants to the College of Medicine. Each applicant is reviewed on the basis of his or her merits. All factors in the application are reviewed, including grade point average, MCAT scores, personal statement, letters of recommendation and interview reports.

Academic Aid Programs. A group of committed faculty and students have been identified to assist those who need additional academic aid. This grant also supplies supplemental materials, if necessary.

Student Financial Assistance. There are no separate funds specifically allocated for minority students. The College of Medicine attempts to assess each student's financial need, realistically, and to meet it.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	63	28/35	50.8	6	4/2	50.0	4	3/1	25.0	3	2/1	66.7
Accepted	11	5/6	100.0	2	2/0	100.0	0	0/0	.0	0	0/0	.0
Matriculated	6	3/3	100.0	2	2/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	4/3	100.0	3	3/0	66.7	0	0/0	.0	0	0/0	.0
All Years	18	9/9	94.4	6	5/1	83.3	0	0/0	.0	0	0/0	.0
1988–89												
Applied	57	20/37	38.6	6	2/4	50.0	4	2/2	.0	1	1/0	.0
Accepted	10	4/6	90.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	2/4	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	8	3/5	87.5	1	1/0	.0	0	0/0	.0	0	0/0	.0
All Years	18	9/9	94.4	6	5/1	83.3	0	0/0	.0	0	0/0	.0

Source: AAMC—Student and Applicants Information Management Systems (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	10	6	3
American Indian	0	1	2
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	35	16/19	57.1	4	4/0	75.0	1	0/1	100.0	2	1/1	100.0
Accepted	11	3/8	81.8	2	2/0	100.0	1	0/1	100.0	0	0/0	.0
Matriculated	4	1/3	50.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0
Enrolled												
First-Year	6	2/4	66.7	1	1/0	100.0	1	0/1	100.0	0	0/0	.0
All Years	19	7/12	73.7	2	2/0	100.0	1	0/1	100.0	0	0/0	.0
1988–89												
Applied	41	15/26	53.7	3	1/2	100.0	2	0/2	.0	1	0/1	.0
Accepted	12	3/9	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	1/5	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	1/6	71.4	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	19	7/12	73.7	2	2/0	100.0	1	0/1	100.0	0	0/0	.0

Source: AAMC—Student and Applicants Information Management Systems (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	2	2
American Indian	0	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

University of Arkansas for Medical Sciences
College of Medicine

Address inquiries to
Bill E. Bauknight
Director
Office of Minority Student Affairs
University of Arkansas for Medical Sciences, College of Medicine
4301 West Markham, Slot 625
Little Rock, Arkansas 72205
(501) 686-8108

Recruitment. The primary purpose of the Office of Minority Student Affairs (OMSA) is to assist in the early identification and recruitment of minority students for the University of Arkansas for Medical Sciences (UAMS) College of Medicine. The OMSA conducts programs designed to identify, inform, motivate and assist prospective candidates for medical school admission, especially among minority and disadvantaged students in the state.

Over the years, high school counselors and premedical advisory personnel at undergraduate institutions have worked with office staff to inform academically gifted and academically disadvantaged students of the many opportunities offered at UAMS. This network of dedicated and committed individuals provides us with young and enthusiastic minority students from which to increase our applicant pool.

The Director and Project Coordinator in the Office of Minority Student Affairs are responsible for recruitment. While our primary focus has been on college and university campuses, over the last few years we have developed a recruitment module for high school students. These individuals visit high schools throughout the state that have high concentrations of African American and other minority group students. Resources for reaching these students include: counselor recommendations, Health Career Occupations classes, science classes, National Merit semi-finalists and finalists, school visitations, College Day Programs and Governor's School attendees. These sources have provided an extensive and ever-expanding list of students for follow-up counseling.

In addition, there is a duly appointed group, the Minority Recruitment and Retention Committee, consisting of faculty members, student and Minority Affairs Office staff. This committee reviews the recruitment and retention strategies of the Office of Minority Affairs and the College of Medicine and offers recommendations to insure diversity and fairness of treatment for minority applicants and students. Once a student has applied to the College of Medicine, every assistance is given to her/him in the processing of the necessary forms to complete the admissions process. Information concerning financial aid availability and procedures is covered in detail.

Admissions. The Admissions Committee is composed of fifteen (15) members appointed by the Board of Trustees of the University of Arkansas and selected from a list submitted by the Dean of the University of Arkansas College of Medicine. The Committee is subject to the approval of the Vice President of Health Sciences and the President of the University System. Six of the Committee members are on the faculty of the College of Medicine; eight members are appointed from each of the four Congressional Districts as established by Act 337 of 1971, and are apportioned on the basis of members from each district; and one member is appointed for the State-at-large. All members of the Committee serve one year terms and may be reappointed for not more than three additional consecutive terms. All medical school applicants are reviewed by this committee.

Academic Aid Programs. The progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Each department has review and tutorial sessions available for any student.

The College of Medicine, in strengthening its retention efforts, passed a new policy that, beginning with the academic year 1978–79, students will be allowed two years to complete their first academic year. While most Freshman medical students successfully complete the course with the first academic year, a few students require two years to do so. These students may have weak academic backgrounds, difficulty in adjusting to medical school or may have a number of problems which contribute to what is a weak but not totally inadequate academic performance. This philosophy is indicative of the commitment of the College of Medicine, as well as many other colleges throughout the country, to provide Freshman medical students with this type of opportunity. In subsequent years, the student is expected to compete at a level expected of all other medical students.

Counseling is available for all students by the Office of the Dean, the Minority Affairs Office, the Office of the Associate Dean for Student Affairs and the Office of Educational Development. The Office of Educational Development is an instructional support agency at UAMS which works directly with students to help them make the most of their educational experiences. The staff works with the students in areas such as enhancing learning strategies, improving test-taking skills, managing time effectively, improving interpersonal skills, note-taking and establishing efficient study habits.

Summer Programs. The College of Medicine has a general orientation program for all incoming students. A two day block, prior to the initiation of the formal program, is dedicated to informal interactions between incoming minority medical students and minority students who are already enrolled in the College of Medicine. A buddy system, teaming up an incoming student with an upper-classman, is established and students are encouraged toward a team approach to learning in the first year.

The Summer Science Program for Minority Students, funded by the Winthrop Rockefeller Foundation, is an experiential program designed to acquaint college students with the rigors of the first-year medical school curriculum. This four-week program involves students with basic science faculty and clinical faculty in encapsulated versions of the courses taken by Freshmen. Mock exams, Labs, study skills, test-taking skills and reading skills are integral parts of this program. Students are also given the opportunity to "shadow" minority practitioners at least five mornings during the program to gain first-hand knowledge of the medical practice.

The University of Arkansas for Medical Sciences College of Medicine also conducts the National Institutes of Health Minority High School Research Appenticeship Program. This eight-week program provides four to eight high school students the opportunity to work with faculty currently involved in NIH sponsored research projects. During this period of time, these students get to see how the research component of the health care profession operates.

Contact: Mr. Bill Bauknight, Director or Mrs. Linda W. Williams, Office of Minority Student Affairs, University of Arkansas for Medical Sciences College of Medicine, 4301 West Markham, Slot 625, Little Rock, AR 72205

Student Financial Assistance: The medical school participates in the American Medical College Application Service, and under its fee waiver program, will waive the $10.00 UAMS application fee can be waived. Financial assistance is available to all students and is based on individual need. Need is determined in consideration of previous educational debts, parental resources, dependent siblings, retirement status, etc. In addition to the standard sources, there are other institutional funds administered on either an academic or need-based measurement.

University of California, Davis
School of Medicine

Address inquiries to
Margie Beltran
Director, Student
Support Services
Health Resources Development Program
Program Director
Office of Student Affairs
University of California, Davis
School of Medicine
Davis, California 95616
(916) 752-81[illegible]9/453-3267

Recruitment. The School of Medicine, University of California, Davis, has a commitment to increasing the opportunities in medical education for individuals from groups traditionally underrepresented in medicine, particularly disadvantaged and traditionally underrepresented ethnic minorities. This commitment has realized new vigor.

The recruitment efforts are provided through the Health Resources Development Program and are multi-faceted. Programs designed to accomplish this include: Targeted recruitment at the community college and university level that involved the develop ment of premedical applicant training workshops; recruitment visits throughout the State of California; "mini" health career conferences at the Medical School; joint recruitment activities with health career clubs throughout the State of California; clinical experience program for undergraduate students from four targeted community colleges and universities that includes a seminar series on health.

Staff, faculty, medical students, administrators and residents are involved in various aspects of the recruitment program. This involvement includes visits to campuses, counseling and advisement, academic sup port and clinical exposure and experience. Community groups and minority health professionals are also involved.

Admissions. The School of Medicine selects students for admission with a view to meeting the needs of the medical profession, of society, and of the school. Because we live in a pluralistic society, and the educa tional experience is enhanced by the interaction of students from various backgrounds, the School desires diversity in its student body. This is reflected in the School's commitment to expand opportunities in medical education for individuals from groups traditionally underrepresented in medicine and to increase the number of physicians practicing in underserved areas. Therefore, the Admissions Committee, composed of individuals from a variety of cultural backgrounds and representative of a broad spectrum of medical sciences, evaluates applicants in terms of all relevant factors. These include academic credentials, with due regard to possible effects of disadvantages experienced by the applicant during his/her education, such personal traits as character, motivation, capacity for work, experience in the health sciences, human services and/or the community, career objectives, and the ability of the individual to make a positive contribution to society, the profession, the discipline, and the school.

The Faculty has set certain published academic requirements and regulations which form the basis for the admissions process. The Admissions Committee is charged with the selection of a class of individuals to begin study each year. In the selection process the Committee seeks those applicants who have demonstrated, through achieve ment, academic potential for a life-time of directed and self-study. It also seeks those individuals who are cognizant of the physi cian's role and its demands, have demonstrated ability in effective interpersonal relations, are caring of the needs of society and its individual members, have leadership potential, and who show promise of serving the needs of the individuals in our pluralistic society. Since our society is composed of a diversity of groups, the physicians who serve these groups must represent a diverse spec trum of society. The Admissions Committee and the School of Medicine are acutely aware of this fact and actively seek individuals from a wide variety of backgrounds and interests who can share experiences and knowledge of diverse population groups and, in turn, better prepare themselves to serve individual patients who represent the widely divergent elements of our society. The discipline of medicine encompasses not only the direct delivery of health care but also those who, by their individual or collective innovation and creativity, advance our knowledge of health sciences through research in both the clinic and the laboratory.

The University of California, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 (45 CFR 86), and Sections 503 and 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Sec tion 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate on the basis of race, color, national origin, religion, sex, or handicap in any of its policies, procedures, or practices; nor does the University, in compliance with the Age Discrimination in Employment Act of 1967 and Sec tion 402 of the Vietnam Era Veterans Readjustment Act of 1974, discriminate against any employees or applicants for employment on the basis of their age or because they are disabled veterans or veterans of the Vietnam era. This nondiscrimination policy covers admission, access, and treatment in University programs and activities, and application for the treatment in University employment.

Academic Aid Program. Minority students are provided with academic tutoring and counseling when necessary. Academic counseling is provided by the Health Resources Development Program staff, faculty advisors, other Student Affairs staff, and Associate Deans.

Tutoring is offered by peers, particularly in the first two years of Basic Science, who excel in the area to be tutored. Faculty members also offer tutorial assistance on an informal basis.

Academic assistance is offered by Study Skills personnel to aid students in such areas as test taking, time management and study habits for those students wishing such instruction.

A preclinical retention program is available for medical students in an effort to assist them in making the transition from their pre-clinical to their clinical years. This is an academic year round program for students who are in their first two years of medical school and is conducted at a student run community based clinic in Sacramento. The clinic operates under the auspices of UCD Department of Family Practice.

Summer Programs. The University of California/Davis School of Medicine Health Resources Development Program (HRDP) offers a prematriculation summer program. The six-week summer program is available to all new minority and disadvantaged matriculants.

Instruction is given in Anatomy, Physiology, Histology, and a course in physical examination. All instruction is provided by UCD faculty and volunteer physicians. Lectures on the health care system and clinical correlations in areas relevant to minority and disadvantaged populations are provided by distinguished guest speakers.

Tutoring and small group study sessions are provided as well as assistance in study and learning skills.

HRDP program director and staff are available for counseling. Financial Assistance is available for students' living expenses for the duration of the program.

The program is voluntary; however, students are strongly urged to attend. It is felt that this program will assist the students in the acclimation process and facilitate their transition to Medical School.

A summer program for undergraduate prehealth career students particularly from the northern California area is available. Courses in science and mathematics will be taught by faculty with the emphasis on problem solving. The objective of the pro gram is to assist students to become viable applicants to health professional schools. Eligible students are screened and selected by a committee.

Student Financial Assistance. The School of Medicine will waive the application fee for disadvantaged students who qualify under the AMCAS fee waiver guidelines. If a waiver is not granted by AMCAS, a waiver request may be completed for this institu tion separately along with a letter from the Financial Aid Office of the undergraduate college and/or graduate school affirming the student's financial situation. Upon receipt of the application and letter, the fee is generally granted.

No specific financial help is available for interview trips.

Financial aid programs are administered through the School of Medicine Financial Aid Office and are provided on the basis of need. In addition to the usual federal, state, and national programs available to all medical students, the Medical School offers two types of scholarships. Regents Scholars are selected on the basis of academic excellence and involve a stipend of up to $2700 per year. Chancellor's Graduate Fellowships are awarded to academically promising students from disadvantaged backgrounds and include a stipend of up to $4200 per year.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	15	9/6	40.0	4	2/2	50.0	37	22/15	56.8	1	1/0	.0
Accepted	2	1/1	100.0	1	1/0	100.0	9	4/5	100.0	0	0/0	0
Matriculated	2	1/1	100.0	1	1/0	100.0	9	4/5	100.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	100.0	3	2/1	100.0	10	5/5	100.0	0	0/0	.0
All Years	4	2/2	100.0	4	3/1	100.0	29	18/11	100.0	2	1/1	100.0
1988–89												
Applied	11	3/8	9.1	11	5/6	9.1	24	17/7	33.3	3	1/2	66.7
Accepted	1	1/0	100.0	2	1/1	50.0	5	5/0	100.0	1	1/0	100.0
Matriculated	1	1/0	100.0	0	0/0	.0	4	4/0	100.0	1	1/0	100.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	5	5/0	100.0	1	1/0	100.0
All Years	4	2/2	100.0	4	3/1	100.0	29	18/11	100.0	2	1/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	1	2
American Indian	0	1	1
Mexican American/Chicano	3	7	11
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	44	20/24	.0	8	6/2	.0	2	1/1	.0	2	2/0	.0
Accepted	16	10/6	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	13	10/3	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	17	12/5	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	44	22/22	.0	2	2/0	.0	3	2/1	.0	0	0/0	.0
1988–89												
Applied	38	15/23	.0	3	2/1	.0	4	2/2	.0	3	1/2	.0
Accepted	14	5/9	.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
Matriculated	13	5/8	.0	0	0/1	.0	1	0/1	.0	0	0/0	.0
Enrolled												
First-Year	15	6/9	.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
All Years	46	24/22	.0	2	2/0	.0	3	2/1	.0	0	0/0	.0

Source: AAMC — Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	10	7	9
American Indian	0	0	1
Mexican American/Chicano	0	0	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	131	59/72	74.8	24	12/12	79.2	136	85/51	87.5	15	9/6	53.3
Accepted	11	5/6	100.0	3	2/1	100.0	19	8/11	100.0	0	0/0	.0
Matriculated	3	2/1	100.0	1	1/0	100.0	9	4/5	100.0	0	0/0	.0
Enrolled												
First-Year	5	3/2	100.0	2	1/1	100.0	12	7/5	100.0	0	0/0	.0
All Years	25	14/11	92.0	9	4/5	88.9	49	30/19	100.0	4	1/3	100.0
1988-89												
Applied	152	72/80	82.2	18	7/11	83.3	136	82/54	93.4	12	4/8	75.0
Accepted	14	6/8	100.0	6	3/3	100.0	35	23/12	100.0	4	1/3	100.0
Matriculated	3	1/2	100.0	4	2/2	100.0	16	10/6	100.0	3	1/2	100.0
Enrolled												
First-Year	4	2/2	100.0	4	2/2	100.0	18	11/7	100.0	3	1/2	100.0
All Years	25	14/11	92.0	9	4/5	88.9	49	30/19	100.0	4	1/3	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	0	6
American Indian	1	1	0
Mexican American/Chicano	9	4	8
Mainland Puerto Rican	1	0	1

University of California, Irvine
California College of Medicine

Address inquiries to
Kenneth Ibsen
Assistant Dean, Student Affairs
University of California, Irvine
College of Medicine
Irvine, California 92717
(714) 856-4771

Recruitment. The College of Medicine has demonstrated a strong commitment to identify and recruit applicants from minority backgrounds. Applicants are identified through the Med-MAR list and encouraged to submit applications for admission to UCI-CCM. Special contacts are made with premedical advisors and visits are made to high schools, colleges, and universities in California, and selected out-of-state institutions, in addition to making presentations and providing information at career fairs, premed club meetings, health professions conferences and other appropriate places. The Office of Admissions/Student and Curricular Affairs participates in local, state, and national conferences to discuss the College's efforts to attract and retain minority students. Also, conferences and workshops on premedical awareness of application, interview, and acceptance procedures are held at the College of Medicine for interested students. Applications are also encouraged from minority students who are not residents of California.

Admissions. The Admissions Committee reviews all applications for admission. Minority applicants are reviewed by the total Admissions Committee which includes minority faculty, medical students, and community representatives from minority backgrounds. Minority applicants who are granted interviews are interviewed by members of the Admissions Committee. The factors emphasized in the selection of applicants are academic strength, community commitment, motivation, ability to relate to others, long range goals, and leadership qualities.

The application fee may be waived for applicants who have been granted a fee waiver by AMCAS. There are no funds available for interview trips, however interview reports from other medical schools may be submitted in place of an on campus interview.

Academic Aid Programs. An ongoing Academic Monitoring Program beginning with enrollment is coordinated by the Office of Student and Curricular Affairs to identify students in academic difficulty early in their coursework and to ensure the availability of *all resources* before serious academic difficulties are encountered. Basic and Clinical Science Advisors are assigned to all students to provide academic advice through their medical school years. A Peer Tutoring Program is available to all medical students to provide tutorial assistance in the basic and clinical sciences. The tutoring is provided by second and third year medical students. Study skills training and a National Board Review Course are also provided.

Summer Programs. The summer *Pre-Entry Program* is a rigorous, highly structured seven-week program which takes place the summer preceding the freshman year. This program provides study skills training and tutorial aid and has challenging, integrated basic science courses as its framework. All minority and socio-economically disadvantaged medical students accepted to the College of Medicine are strongly encouraged to attend the program. Weekly stipends are available for the duration of the program.

The summer *Premedical Program* is a six-week program designed to acquaint minority and socio-economically disadvantaged premedical college students with the skills and prerequisites necessary for entering medical school and with the realities of what it takes to be successful in a medical career. The academic component is geared to the enhancement of study-learning skills, test taking techniques, the study of several of the basic sciences including scientific and clinical topics in order to enhance the likelihood of being accepted to medical school. An individualized research experience under the guidance of a UCI-CCM faculty member is an added feature of the program. Workshops on admissions are conducted throughout the program to acquaint and prepare participants with application procedures, interviewing techniques, and medical school selection processes.

Student Financial Assistance. Financial assistance is available to all students based primarily on financial need. The College of Medicine participates in all publicly recognized financial aid programs. The aid programs consist of scholarships, grants and loans. Currently, 76% of the entering students receive aid of some type. In addition, the College of Medicine's Alumni Office has at its disposal, a limited amount of funds which may be used for emergency situations.

Other Pertinent Information. The *Student Development Program* is designed to provide proactive, programmatic experiences for medical students at different points during the process of medical education in order to enhance students' personal and professional development. Examples of programs include: workshops on stress management, interpersonal relations and career development; professional and peer counseling; student-faculty colloquia, and a variety of speakers series, student organization support and therapeutic recreational activities.

University of California, Los Angeles School of Medicine

Address inquiries to
Patricia Pratt
Office of Special Education
University of California, Los Angeles
School of Medicine
405 Hilgard Ave.
Los Angeles, California 90024
(213) 825-3575

Recruitment. The UCLA School of Medicine is firmly committed to attracting and educating qualified disadvantaged students. Our interest in promoting quality and equality in medical education has led to the development of a continuum extending from the first student contact to graduation. Recruitment and retention are closely allied.

Faculty and medical students are actively engaged in various aspects of the recruit ment process. They attend meetings throughout the country, being available to schools and individuals in the vicinity at the same time. Locally, they visit many colleges and high schools. We encourage campus visits and will arrange daily tours to acquaint prospective students with the facilities and, more importantly, current medical students. A student conference is held in the spring to encourage minority student consideration of opportunities in medicine, particularly at UCLA. Throughout the year, we welcome inquiries and invitations. UCLA's dual goal is the more equitable distribution of physi cians in underrepresented groups and the more equitable delivery of health care ser vices to underrepresented areas.

Admissions. The UCLA School of Medicine Admissions Committee is composed of subcommittees, one of which is devoted to the consideration of applicants with disadvantaged backgrounds. This subcommittee for admissions is comprised partly of minority faculty and medical students. This particular subcommittee makes recommendations for action to be taken on minority applicants, as well as other students with socioeconomic handicaps. Final decisions are made by the full Admissions Committee.

As does the full Admissions Committee, the subcommittee evaluates all applications on the basis of academic performance, Medical College Admissions Test scores, letters of recommendations, and personal com ments. In addition, the subcommittee carefully considers those factors which might have affected the applicant's past academic record or future achievement. Course requirements are the same for all applicants. Special consideration is given to each applicant's potential contribution to the University's goals and society's needs.

Academic Aid Programs. An ongoing program continuing from admission through graduation is coordinated by the Office of Special Education. The focus of this office is upon individual student performance in the medical curriculum. At tempts are made to identify, analyze, and solve educational difficulties as early as possible. Resources within the University, Medical School and individual departments are developed to relieve specific problems. Ser vices offered include study skills consultation, counseling, review clases, tutoring, anxiety reduction, and a summer orienta tion program.

Summer Programs. The summer course, Prologue to Medicine, is for a four-week period preceding the freshman year. While it is open to all enrolled freshmen, enrollment is limited and selection is based on the degree of educational benefit to be derived. Prologue has been designed to help assimilate different educational backgrounds, and all accepted applicants with disadvantaged backgrounds are especially urged to consider participating in it. The course itself is a highly organized, interdisciplinary ap proach which lends itself well to the introduction of the major basic sciences of anatomy, physiology, biochemistry, and histology. Clinical material is introduced early, and serves to relate much of the basic science material. The faculty consists of members of the basic science and clinical departments, which enables students not only to sample various styles, but more importantly, to know some of their professors before fall quarter. Subject matter, per se, is secondary to the organization of a learning behavior to cope with the new rigors of medical education. The pace, although slower at first, builds up to that which is to be encountered when medical school actually begins in the fall. The aim is to make the experience as realistic as possible, permitting the students and faculty to anticipate possible trouble spots and work toward early solution.

The objective of this multi-faceted educational program is the maximum retention of our carefully selected students. Our belief is that the best recruitment is a good retention.

Student Financial Assistance. An application fee of $20.00 is requested when an applicant has been granted an interview by the UCLA School of Medicine Admissions Committee. We will consider waiving this fee should the applicant so request at the time of the interview. However, we waive our fee only if the applicant so requests and has been granted a fee waiver by the American Medical College Application Service.

We provide assistance toward meeting the financial needs of our culturally and economically disadvantaged students from University funds which have been authorized to support students in the School of Medicine and private scholarship and loan money from a variety of sources. The financial needs for living and medical school as evaluated from the scholarship-loan forms can be met in several ways through a combination of scholarships and loans. The situation is similar in subsequent years, but may require a slightly larger proportion of the financial aid as loans.

The Charles R. Drew University of Medicine and Science (formerly The Charles R. Drew Postgraduate Medical School) Drew/UCLA Medical Education Program

Address inquiries to
Dr. Alice Faye Singleton
Associate Dean for Student Affairs
The Charles R. Drew University of
Medicine and Science
1621 E. 120th Street
Los Angeles, California 90059
(213) 563-4960

Recruitment. The Drew/UCLA Medical Education Program was initiated by the joint approval of the Regents of the University of California and the Board of Directors of the Charles R. Drew University of Medicine and Science (formerly the Charles R. Drew Postgraduate Medical School) in 1978. The charter class entered the program in 1981. The Drew/UCLA Medical Education program is designed to attract and retain students who wish to address the health needs of urban and rural underserved populations, and who are prepared to do so with competence and compassion.

Faculty, staff and students from the University visit college and high school campuses throughout the State of California and in various regions of the United States. We participate in health career conferences, mock interview sessions and medical school application sessions for repeat applicants. We sponsor ongoing activities designed to interest and prepare undergraduate students for health careers. We also provide speakers for local high school and parent groups.

Admissions. The Drew/UCLA Admissions Committee is composed of both faculty and students. Application must be initiated through AMCAS, and students are required to submit a supplemental application with fee, and three (3) letters of recommendation. The supplemental application fee may be waived with a letter from the student's financial aid office, a fee waiver from AMCAS, or a copy of the student's financial statement. The Medical College Admission Test (MCAT) is also required. Each applicant is evaluated on his/her academic performance to date, and on his/her demonstrated commitment to providing medical care to the urban and rural underserved populations.

Academic Aid Programs. Student counselling, advisement, tutorial programs and study skills courses are coordinated by the Drew Office of Student Affairs, the Drew Center for Academic Achievement, and the UCLA Office of Special Education. Each entering Drew/UCLA student is assigned a Drew faculty advisor who maintains regular contact with the student in order to assist in the resolution of problems.

The academic counsellor serves a vital function by acting as a liaison between the UCLA and Drew campuses, identifying problems involving the pre-clinical students, and devising solutions for the students. Tutorials are provided on a pro-active basis. PRIME I and PRIME II offer study skills assessments and suggestions. National Board reviews (parts I and II) also include study skills assessments and suggestions. Activities involve the Learning Resource Center at the Drew Campus. A Student Retention Committee oversees the academic performance of all students, offering interventions at the earliest possible time. There is some flexibility in the curriculum to allow certain students to re-schedule clinical courses in order to prepare for National Board examinations.

Summer Programs. The Summer MCAT Program serves to facilitate the entry of minority and educationally disadvantaged students into the health professions, including medicine, radiology, optometry, masters of public health, osteopathy, etc. This seven-week residential program is offered to students from the second year of college through graduate school, including new matriculants to the School of Allied Health at the Charles R. Drew University of Medicine and Science, and graduates of the University's Physician's Assistant Program. Courses offered include biology, biochemistry, general chemistry, math-physics, organic chemistry, problem-solving, quantitative skills, reading, reasoning, writing. The student is in class from 8–4 pm Mondays through Fridays, and is in the dormitory on Saturdays. Sundays are free. During this program, students are exposed to the King/Drew Medical Center via a tour. Some physicians invite the students to observe clinical activities, pending the patient's permission. Contact Persons: Mary Blanding, La Verne Grinnage at 213-563-4926. This program is a federally funded program, at no cost to the student. except for a partially refundable $150.00. There is a stipend of $600, plus all books and lodging. Students live at California State University at Dominguez, and purchase their own meals. Students are counselled on admission requirements and strategies, financial aid and specialty requirements.

PRIME I is a pre-entry program for recently matriculated Drew/UCLA Medical Education Program students. It provides an orientation to the institution and the Watts/Willowbrook/Compton community, as well as introducing the students to the basic science courses that are taught in the first semester of the freshman year. The program is four weeks long, with three weeks spent on the Drew campus and the last week spent at UCLA (in the Prologue Program). All recently matriculated Drew/Medical Education Program students participate in this pre-entry course. Courses include biochemistry, gross anatomy, orientation to primary care (visiting clinics and community facilities), physiology, stress reduction, study skills. Exposure activities include visits to community programs including Headstart, JAMAA, Skid Row, etc.

Contact Persons: Dr. J. Williams at 213-563-4960. Cost to student: None.

PRIME II is a program which aims to increase the ability of Drew/UCLA Medical Education Program students, who have just completed the freshman year, to attain a 3.0 index or higher in subsequent years. It also aims to increase their potential to pass National Board of Medical Examiners Part I.

The program is 4 weeks in length, on a full-time basis. All students who completed the freshman year with less than 3.0 index are eligible. Courses include biochemistry, cardiovascular physiology, gross anatomy, introduction to the second year courses (including pathophysiology of disease, pharmacology, microbiology and immunology) & National Board of Medical Examiners Part I preparation. Contact Person: Dr. J. Williams at 213-563-4960. The program is free to the student.

ACE is a program that allows students to increase their abilities to process and master information. The duration is 45 instructional hours, usually arranged as 3 days per week for four weeks. Any student from high school senior level through professional degree (e.g., Ph.D., medical student, etc.) is eligible. Also eligible is any student who is not yet ready to take the MCAT examination.

Courses are non-content-oriented, and focus on reading, writing, lower level reasoning; quantitative analysis (probability and making estimates based on probability); and math physics.

Contact Persons: Mary Blanding, La Verne Grinnage at 213-563-4926. Cost to student: $300.

Weekend MCAT Program. This program is similar to the summer MCAT program, but is offered on Saturdays from January through March. Some Sunday work is included.

Student Financial Assistance. Some of the enrolled Drew/UCLA Medical Education Program students offer housing and a tour of the Drew and UCLA campuses to applicants. There are various sources of scholarships and awards, including: Alma Wells Givens Scholarship (Auxiliary of the National Medical Association); The Callie Satcher Fund (Charles R. Drew University of Medicine and Science); the Association of Black Women Physicians' Scholarship; the Inglewood Physicians' Association; the Charles R. Drew Medical Society's scholarship/loan fund; the Pfizer Minority Medical Student scholarship; the Merck Company Foundation Fund, etc. Loans may be obtained from the Drew Status of Women in Medicine (S.W.I.M.) Committee, the Charles R. Drew Medical Society. Emergency loans are available through the Drew and the UCLA Offices of Student Affairs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	181	87/94	69.1	28	14/14	75.0	161	105/56	83.9	16	9/7	50.0
Accepted	23	10/13	100.0	3	2/1	100.0	26	17/9	96.2	1	1/0	100.0
Matriculated	5	2/3	100.0	1	1/0	100.0	8	6/2	87.5	1	1/0	100.0
Enrolled												
First-Year	5	2/3	100.0	2	2/0	50.0	12	9/3	83.3	1	1/0	100.0
All Years	19	9/10	100.0	3	2/1	66.7	45	30/15	95.6	3	2/1	100.0
1988–89												
Applied	170	75/95	73.5	18	7/11	66.7	152	91/61	90.1	18	9/9	55.6
Accepted	19	10/9	100.0	1	0/1	100.0	34	19/15	97.1	2	1/1	100.0
Matriculated	5	4/1	100.0	1	0/1	100.0	12	7/5	100.0	1	1/0	100.0
Enrolled												
First-Year	6	4/2	100.0	1	0/1	100.0	16	10/6	100.0	1	1/0	100.0
All Years	19	9/10	100.0	3	2/1	66.7	45	30/15	95.6	3	2/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	4	4
American Indian	0	0	0
Mexican American/Chicano	12	8	9
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	1	—	—	18	—	—	0	—	—
Enrolled												
First-Year	21	—	—	0	—	—	12	—	—	0	—	—
All Years	69	—	—	1	—	—	60	—	—	4	—	—
1988–89												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	0	—	—	15	—	—	2	—	—
Enrolled												
First-Year	29	—	—	0	—	—	13	—	—	3	—	—
All Years	78	—	—	1	—	—	61	—	—	5	—	—

— Indicates data not available.

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–80	1989–90
Black American	7	4	3
American Indian	0	0	1
Mexican American/Chicano	10	13	6
Mainland Puerto Rican	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	369	179/190	32.5	16	7/9	87.5	132	80/52	78.8	11	7/4	45.5
Accepted	23	13/10	60.9	0	0/0	.0	9	5/4	100.0	0	0/0	.0
Matriculated	12	7/5	50.0	0	0/0	.0	4	2/2	100.0	0	0/0	.0
Enrolled												
First-Year	12	7/5	50.0	0	0/0	.0	5	2/3	100.0	0	0/0	.0
All Years	56	24/32	66.1	0	0/0	.0	19	10/9	100.0	2	0/2	100.0
1988-89												
Applied	386	173/213	33.4	7	5/2	71.4	116	72/44	85.3	13	7/6	46.2
Accepted	24	8/16	66.7	1	1/0	.0	12	6/6	100.0	4	1/3	75.0
Matriculated	16	6/10	56.3	0	0/0	.0	3	1/2	100.0	2	0/2	100.0
Enrolled												
First-Year	17	6/11	58.8	0	0/0	.0	4	2/2	100.0	2	0/2	100.0
All Years	56	24/32	66.1	0	0/0	.0	19	10/9	100.0	2	0/2	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	10	8	14
American Indian	1	0	0
Mexican American/Chicano	5	8	6
Mainland Puerto Rican	0	0	0

University of California, San Diego School of Medicine

Address inquiries to
Dr. Percy J. Russell
Assistant Dean
University of California, San Diego
School of Medicine
Medical Teaching Facility Rm 162 (M-021)
La Jolla, California 92093
(619) 452-4170
or 452-4184

Recruitment. Recruitment is conducted by medical students, faculty, and administrators who are themselves representatives of disadvantaged backgrounds. Conferences, seminars, and workshops are held on campus to inform and encourage students, counselors, and premedical advisors of current opportunities in medicine and health- related fields. Speakers are sent to schools with high disadvantaged student populations and high interest in health-related career goals. On campus, the Minority Recruitment Office of the medical school serves as a focal point for information pertinent to the health sciences in general, and the UCSD medical school in particular.

Admissions. The Recruitment and Admissions Committee (RAC) screens all applications, selects applicants to invite for an interview, and interviews them. Within the RAC, there is a Special Admissions Subcommittee (SAS) whose membership consists of faculty from disadvantaged and other backgrounds and two students with voting privileges. This subcommittee is devoted to the consideration of applicants with disadvantaged backgrounds. This Committee makes its recommendations on disadvantaged students to the Admissions Committee which in turn makes decisions on all students.

Academic Aid Programs. After matriculation to UCSD School of Medicine, ongoing tutorial services are available, and the use of these services is encouraged. Tutorial services in various basic science areas are performed by professionals, such as post-doctoral fellows, who are intimately familiar with the lecture material. Special student guides and study programs have been developed for tutorial services. Similar programs, services, and assistance are available in preparation for the National Medical Board Examinations, Part I. The services are individualized to meet specific needs. The students also have access to a learning resources expert who can analyze and treat learning problems.

Summer Programs. The University of California, San Diego School of Medicine offers a Summer Program for minority and disadvantaged students who have been accepted into a medical school for the fall quarter. The course, which has been developed over a period of years, covers areas most challenging for first-year medical students. The program serves to acquaint the incoming student with the rigors of the medical school curricula to ensure academic success during the regular school term. Emphasis will be placed on medical physiology, pharmacology, and biochemistry because our experience has shown these areas to be the most difficult for first-year medical students and also the least likely to have been covered in undergraduate courses.

The Summer Program has been designed by the UC San Diego tutorial director. It is limited to twenty-five applicants who have been selected because of their need for additional enrichment, or who have been enrolled with an admissions variance. A per diem is awarded to each participant. Even though the course is highly structured, students have the opportunity to orient themselves to the medical school environment and the San Diego Community before regular classes commence.

There are two mechanisms for applying to the Summer Program. One is referral by the accepting medical school of minority students who would profit from this experience. The other is direct application from minority students desiring this additional exposure prior to matriculation. Interested applicants must submit a copy of their AMCAS application and verification of acceptance to medical school. No additional information is required. Applications are accepted as soon as verification of acceptance by a medical school can be established. First preference is given to students accepted by UCSD. The deadline for applications is May 1. Final selection is made by May 15.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. When numbers are sufficient, regional interviews can also be arranged.

Financial aid is awarded to students on the basis of demonstrated need. Intensive efforts are made to provide ample support for individuals from groups traditionally underrepresented in medicine.

A Special Admissions Support (SAS) Scholarship has been instituted with the support of our Financial Aid officer, as an incentive to recruit students from disadvantaged backgrounds who show great promise. This is being provided as a stimulus in securing an early decision to definitely matriculate into UCSD-SOM and not hold multiple acceptances. They will have the highest priority for funding throughout their medical school career.

Other Pertinent Information. About one quarter of the coursework is elective and selected by the student. Opportunities for the minority medical students to interact with physicians practicing in the minority communities through summer preceptorships are available beginning in the freshman year. In addition, the clinical clerkships may be in other areas of the country and can serve as a means to learn about internship opportunities.

University of California, San Francisco School of Medicine

Address inquiries to
Dr. Lloyd H. Smith, Jr.
Associate Dean for Special Projects and Admissions or
Kathleen Plessas
Admissions Officer
University of California, San Francisco
School of Medicine
San Francisco, California 94143
(415) 476-4044

Recruitment. The School of Medicine has a longstanding commitment to increasing the number of underrepresented racial/ethnic groups (Black American, Mexican American, American Indian, and mainland Puerto Rican). As a result, UCSF has had, over the last twenty years, one of the highest minority enrollments of continental U.S. medical schools (with the exception of Howard and Meharry). Currently 22% of the medical students are members of underrepresented minority groups.

Faculty, administrative staff, students, and alumni of the School of Medicine participate in a variety of formal and informal recruitment activities. They serve as speakers or resource persons at minority pre-medical conferences, summer programs and scientific symposia. Medical School staff counsel prospective candidates and unsuccessful applicants. The school cooperates with minority student organizations to assist underrepresented applicants who are interviewed at UCSF. Medical School faculty serve as advisors and research preceptors in the UCSF Affirmative Action Summer Research Opportunity Program, for college students interested in academic health professional careers. They also participate in the UCSF Early Outreach Summer Residency Program for high school students (California residents only) who are interested in health science careers.

Admissions. Applicants requesting minority consideration are evaluated by members of the Admissions Committee who have expertise in the assessment of socioeconomically disadvantaged applicants.

Selection is based on an appraisal of both intellectual and personal characteristics which the Admissions Committee regards as desirable for prospective medical students and physicians. Each application is reviewed individually. Screening, based on the information provided in the AMCAS application occurs shortly after its receipt. Academic performance is evaluated in relation to background, with the aim of determining the influence of external factors on this parameter; therefore, non-traditional applicants should not be discouraged from applying. Applicants granted further consideration are requested to provide letters of recommendation, which play a significant role in the selection process. Completed files are evaluated and a limited number of applicants are selected for interview. Personal interviews are required of applicants who pass the second screening. It is to applicants' advantage to be interviewed at UCSF and some funds are available to assist disadvantaged minority applicants with travel expenses. If this is not possible, interview reports from other medical schools are acceptable.

Nonresidents as well as California residents are encouraged to apply. About 15-20% of our entering students are from other states.

Successful applicants tend to have solid academic records; firm and clear motivation for medicine that is manifested in their work experience, activities, or interests; and outstanding personal qualities.

Academic Aid Programs. Individual tutors are provided as necessary, during any quarter. Instruction in study skills is offered to those students who need and wish such instruction. On an individual basis, a few students who will benefit from a decelerated course, in which an additional year is taken to complete the basic sciences, are permitted to do so.

The UCSF Medical Scholars Program (MSP) is an innovative program designed to encourage minority and women students to consider careers in academic medicine. In order to achieve its goal of enhancing excellence, MSP offers "science chats," informal sessions at which students present the results of research they have performed, and workshops which run concurrent to the major first-year courses. MSP is open to all students and has established a strong track record of student achievement both in course work and in summer research.

An important aspect of the program is that students are not burdened with negative images of remedition. Instead, they are given educational stimulation to assist them in achieving their full academic potential.

Student Financial Assistance. The School of Medicine awards a number of special scholarships, based on academic achievement, to entering minority students. Additionally the student fees at UCSF are comparatively low (approximately $1500 per year for California residents; approximately $5800 including tuition for non-residents). General financial support is available through the Financial Aid Office. Aid packages consist of a combination of loans, grants-in-aid, and scholarships.

Loma Linda University School of Medicine

Address inquiries to
Dr. William M. Hooker
Associate Dean
Loma Linda University
School of Medicine
Loma Linda, California 92350
(714) 824-4466

Recruitment. The recruitment of disadvantaged students to the Loma Linda University School of Medicine is part of a commitment that extends throughout the school system sponsored by the Seventh Day Adventist Church. High school level students are encouraged to pursue careers in science, and undergraduate college level students are notably oriented toward medical and paramedical fields. The School of Medicine sponsors a summer program for undergraduate juniors to bring them to the school and offers a mixed program of research, clinical clerkship exposure, gross anatomy, and neuroanatomy coursework and, a series of counseling and study skills workshops. This program utilizes minority faculty advisors and student tutors and because of the limited numbers is presently available for applicants from Oakwood College, a church sponsored college in Huntsville, Alabama primarily for black students. In addition, some members of the Admissions Committee regularly visit students at Oakwood College for recruitment purposes.

Admissions. Minority applicants are reviewed by the entire Admissions Committee and the Admissions Office staff. The committee includes student representation and minority faculty. Assessment of all applicants is based on the overall academic record, the pattern of academic performance, motivation, extracurricular activities, ability to relate to people, emotional stability and life styles that are in accordance with the standards and policies of the school.

Academic Aid Programs. All students matriculating at the Loma Linda University School of Medicine have tutoring and other academic aid services available. These services are provided by a qualified professional counseling center, selected faculty, graduate students and quite often by interested and competent students. These resources help provide support to the student feeling the need for assistance.

Summer Programs. The summer program for recruitment purposes has recently been expanded to include some of the accepted freshman class members who come from disadvantaged and minority backgrounds. This program consists of motivational and study skills, counseling and workshops, exposure to a research lab for part of the summer, an introductory course in Neuroanatomy and various clinical clerkships.

It is felt that the disadvantaged student is often one who does not have exposure to many of the clinical aspects of the program and so considerable emphasis is placed on orienting the student to the clinical clerkship experience.

Student Financial Assistance. Application fees may be waived for disadvantaged students when requested in writing. Interview travel is usually not necessary as members of the Admissions Committee regularly travel to college sites throughout the nation.

Financial support is available to students on the basis of demonstrated need. A variety of funds are available for disadvantaged and minority students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	160	82/78	68.1	33	18/15	63.6	162	101/61	79.6	19	13/6	36.8
Accepted	17	7/10	94.1	3	1/2	100.0	17	13/4	100.0	1	1/0	100.0
Matriculated	9	3/6	100.0	1	0/1	100.0	11	9/2	100.0	0	0/0	.0
Enrolled												
First-Year	12	6/6	100.0	1	0/1	100.0	14	10/4	100.0	0	0/0	.0
All Years	46	21/25	91.3	3	2/1	100.0	54	37/17	96.3	0	0/0	.0
1988–89												
Applied	181	83/98	69.6	26	11/15	53.8	167	99/68	83.2	16	5/11	62.5
Accepted	22	9/13	81.8	2	1/1	50.0	26	15/11	92.3	2	0/2	100.0
Matriculated	10	2/8	80.0	0	0/0	.0	10	6/4	90.0	0	0/0	.0
Enrolled												
First-Year	11	3/8	81.8	0	0/0	.0	10	6/4	90.0	0	0/0	.0
All Years	46	21/25	91.3	3	2/1	100.0	54	37/17	96.3	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	5	2	12
American Indian	0	1	0
Mexican American/Chicano	10	9	14
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	168	86/82	47.0	26	14/12	61.5	116	74/42	78.4	21	13/8	33.3
Accepted	21	11/10	47.6	2	1/1	50.0	18	9/9	88.9	3	1/2	33.3
Matriculated	13	7/6	46.2	2	1/1	50.0	13	7/6	100.0	3	1/2	33.3
Enrolled												
First-Year	15	8/7	40.0	2	1/1	50.0	14	7/7	100.0	3	0/2	33.3
All Years	59	34/25	50.8	14	7/7	78.6	58	36/22	94.8	9	0/4	33.3
1988–89												
Applied	230	114/116	46.1	28	13/15	42.9	137	81/56	80.3	26	16/10	30.8
Accepted	25	15/10	36.0	5	2/3	60.0	18	9/9	94.4	2	2/0	.0
Matriculated	15	7/8	40.0	3	1/2	100.0	13	6/7	100.0	1	1/0	.0
Enrolled												
First-Year	15	7/8	40.0	3	1/2	100.0	13	6/7	100.0	1	0/0	.0
All Years	59	34/25	50.8	14	7/7	78.6	58	36/22	94.8	9	0/4	33.3

Source: AAMC — Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	14	11	11
American Indian	3	4	4
Mexican American/Chicano	10	6	14
Mainland Puerto Rican	1	2	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	96	46/50	37.5	12	6/6	91.7	54	35/19	77.8	10	4/6	30.0
Accepted	13	5/8	15.4	0	0/0	.0	4	4/0	75.0	0	0/0	.0
Matriculated	5	2/3	40.0	0	0/0	.0	3	3/0	66.7	0	0/0	.0
Enrolled												
First-Year	7	2/5	42.9	0	0/0	.0	4	3/1	50.0	0	0/0	.0
All Years	25	11/14	48.0	0	0/0	.0	5	3/2	60.0	2	1/1	.0
1988–89												
Applied	108	51/57	41.7	6	4/2	66.7	58	33/25	87.9	6	2/4	50.0
Accepted	9	2/7	22.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	4	2/2	50.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	5	3/2	40.0	0	0/0	.0	1	1/0	100.0	0	0/0	.0
All Years	25	11/14	48.0	0	0/0	.0	5	3/2	60.0	2	1/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	8	4	7
American Indian	0	0	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	0	2	1

University of Southern California School of Medicine

Address inquiries to
Ms. Althea Alexander
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University of Southern California
School of Medicine
2025 Zonal Avenue
Los Angeles, California 90033
(213) 224-7237

Recruitment. Consistent with the premise that the choice of career in the health professions requires early academic preparation and planning, the University of Southern California School of Medicine recruitment effort is multi-faceted and multi-leveled. Throughout the Med-Cor Program, which is concerned with identifying interested and talented high school and college students, an intensive program is conducted. The program consists of weekly science enrichment sessions throughout the school year. During the summer months, students work in health-related jobs in the Los Angeles County-University of Southern California Medical Center. At the undergraduate level, an active recruitment program is conducted through regular visits to local colleges and universities as well as liaison with premedical advisors and student organizations.

The Health Professional Preparation Program (HEPP) has two phases. The first is an eight-week summer studies schedule and the second is tutorial assistance that will extend over the freshman year. Throughout the entire time each student will have the opportunity to observe clinical medical practices at USC/LAC Medical Center. The summer is devoted to the study of biology, chemistry, mathematics and writing with the goal of preparing the students to enter regular college classes in September.

Admissions. The Committee on Admissions considers all qualified applicants. Each applicant is assessed on the basis of his/her potential as a physician.

The director of the Office of Minority Affairs is a member of the Admission and Screening Committee.

All qualifying minority students are interviewed at the University of Southern California School of Medicine. Great care is taken to ensure that qualified students from disadvantaged backgrounds are accepted to USC.

There are eighteen members of the Admissions Committee and student representatives from second, third and fourth year sit on the Committee. Permanent members of the Committee include: Dean of Admissions, Chairman of Admissions, and the Director of the Office of Minority Affairs.

Academic Aid Programs. Throughout the academic year, tutoring services are provided for all students.

Complete advisement and retention activities are offered to all Medical School matriculants.

Summer Program. This summer we will continue offering a program for incoming freshmen that will give them a four week projection of the first year curriculum.

Student Financial Assistance. The Dean has provided six four-year scholarships and limited monies are available for tuition through privately endowed scholarships. Students have access to several low interest loan funds.

Stanford University School of Medicine

Address inquiries to:
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Assistant Dean of Student Affairs
Stanford University
School of Medicine
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Palo Alto, California 94305
(415) 725-4727

Recruitment. The Stanford University Medical School sends recruiters (faculty and students) to a number of summer programs in which minority premedical students are enrolled. In addition, we have participated in career day programs throughout the country.

Yearly we send specially prepared brochures describing our program to a large number of minority students on the Med-MAR list. Our students are encouraged to inform minority students at their own undergraduate colleges about our program.

Admissions. The Stanford University Medical School's minority admissions program was established in 1968 as a result of a policy approved and adopted by the Medical School's Faculty Senate. This policy statement was reviewed in 1973 with the goal of increasing the representation of minorities in the Medical School. It was again reviewed in 1978, and the commitment of the School to the education of minorities was reconfirmed.

Applications from minority candidates are currently evaluated by two members of the Admissions Panel (which includes minority students and faculty representatives) to determine whether an interview should be granted. Each application from a minority also is reviewed by a Minority Advisory Panel. Only completed applications are considered. A completed application consists of the AMCAS application form, supplementary information form, $55.00 application fee (or fee waiver), and three letters of recommendation. Fee waivers are granted automatically if applicants have been approved for an AMCAS fee waiver. They will also be granted to applicants who can provide a letter from the financial aid officer at their undergraduate institution stating that payment of the application fee would constitute a financial hardship. Applicants who apply to the Medical Scientist Training Program (MSTP) must also complete that application before their application to the Medical School will be considered complete. Applications not completed by given deadlines are withdrawn from consideration.

Academic factors employed in evaluation are the applicant's GPA and MCAT scores, interpreted in the light of the applicant's opportunities and experiences. Candidates whose overall evaluations are strong, will be interviewed by two members of the Admissions Panel. Through the interview, the Admissions Panel also reviews personal factors which it considers are indicative of a high potential for innovative contributions in medicine. After these interviews, the Committee evaluates and votes on each applicant. Candidates are then ranked by the Committee, and letters of acceptance are sent on the basis of this ranking. In 1982, 16 minority students matriculated in the first year class of 86 students.

Academic Aid Programs. As a result of a change of policy implemented with the class entering in 1984, Stanford has a formal, required curriculum which includes two years of basic preclinical training followed by two years of clinical experience. However, the curricular plan gives students the option of extending their period of study to 5 or more years. This arrangement allows students to enrich their training with research or other types of experience and, in addition, offers them the possibility of adjusting their academic load according to their individual needs and capacities.

If academic difficulties arise, tutorial assistance is available to help students improve their performance. Instruction is also available on the general problems of time management and study skills. Peer study groups are also an important source of help to minority students. Since 1968, 257 minority students have been admitted and eight have been lost as a result of academic difficulties.

Summer Programs. In 1984, Stanford University School of Medicine started an early matriculation summer program. The program is designed for disadvantaged students who have been accepted and will attend Stanford. The Summer Program includes preclinical coursework and opportunities to engage in research activities with faculty members.

Further information may be obtained by contacting the Director of Admissions or either of the two Assistant Deans.

Student Financial Assistance. Applicants are accepted without consideration of their ability to meet the expenses of attending the School. Available funds, both grant and loan, are distributed among the M.D. candidates solely on the basis of need, the primary determinant of which is the Graduate and Professional School Financial Aid Service (GAPSFAS). All students at the School of Medicine are considered to be parental dependents. Eligibility for aid is assessed according to budgets that are standardized for various living situations. Any expenses in excess of the standard budget are reviewed separately. There can be no assurance that funds to cover these will be made available, but as many legitimate expenses as possible will be covered if resources permit. Approximately 80 percent of the student body receives some sort of financial assistance.

Other Pertinent Information. The Stanford University Medical School provides an environment where the individual is judged on intellectual and academic merits. Training is rigorous and every student is expected to develop a sound basis of professional competence. However, Stanford does not wish to mold its students into a specific kind of professional person; instead the aim is to help students achieve and sharpen their own unique professional capabilities and to develop an inquiring and critical approach to medicine in tune with their individual interests. Because of our commitment to seeing increased representation of minorities on medical school faculties in the future, special efforts are made to increase our students' awareness of the opportunities open to them in careers in academic medicine. Our Admissions Committee recruits outstanding minority applicants with a potential for leadership in medicine and makes every effort to identify those with promise for an eventual academic career.

Stanford Medical School is situated on the campus of the University, and it is possible for medical students to take academic work in other schools on campus, concurrently with their medical studies. It is hoped that students will make use of this possibility together with the flexibility of the Medical School curricular schedule, to develop other academic interests relevant to their long-term goals in medicine.

Stanford is world-renowned for the quality of its clinical care. It receives referral cases on a nationwide and, indeed, on a world-wide basis. It offers medical students excellent opportunities for clinical training through clerkships, not only at the Stanford University Hospital but also at the Santa Clara Valley Medical Center (a county hospital), the Palo Alto Veterans Administration Medical Center, the Childrens' Hospital at Stanford, the Kaiser Permanente Hospital (an HMO hospital), and the San Jose Hospital (a private community hospital). Overall, these facilities provide nearly 2,100 teaching hospital beds. Students also have the opportunity to take clerkships in other approved institutions either in the U.S. or abroad. They may also gain experience of primary care at community clinics, including the Drew Clinic and the Alviso Clinic which mainly serve Black and Chicano populations. These clinical experiences have allowed Stanford minority students to enter some of the most prestigious residency training programs in the U.S.

University of Colorado Health Sciences Center

Address inquiries to
Dr. Benjamin L. Cordova
Director
Office of Minority Student Affairs
University of Colorado
Health Sciences Center
4200 East Ninth Avenue, Box B-176
Denver, Colorado 80262
(303) 394-8558

Recruitment. The University of Colorado Health Sciences Center's (UCHSC) Office of Minority Student Affairs (OMSA) is a centerwide office servicing UCHSC's School of Medicine as well as the other pro grams and schools at the Health Sciences Center.

The Office of Minority Student Affairs has been in existence since 1972. The Office was established to rectify the disproportionate number of minority students admitted to health science programs. The OMSA has three basic objectives: 1) to discover, motivate, develop, and sustain the interest of post-secondary minority and disadvantaged students in a health/science career; 2) to increase the number of qualified minority students admitted to the University of Colorado Health Sciences Center pro grams; and 3) to provide optimal conditions for these students to complete their profes sional training.

The staff of the OMSA visits the 26, two and four year academic institutions in Colorado during the school year. These recruitment efforts take the form of field visitations, class presentations, and career day activities. OMSA staff are accompanied by minority medical students and in many instances faculty representatives.

Admissions. The admissions committee is composed of some 20 basic science, clini cian, and community practitioners. The faculty members have a variety of educational, cultural, and professional backgrounds. The committee is chaired by the Associate Dean of Admissions, School of Medicine. There are 117–125 students admitted to UCHSC's School of Medicine each year. There is a strong commitment to admit and graduate ethnic minority and disadvantaged students. To this end a significant portion of each matriculating class is comprised of minority students.

With respect to the criteria, both cognitive and non-cognitive factors are con sidered relative to the admissions process. Specifically, criteria such as overall GPA, science GPA, senior year GPA, MCAT scores, ethnicity, medically related work experience, and two personal interviews are quantified and integrated into a formula with a resultant score that in large part determines an applicant's suitability for medical school at the Health Sciences Center. There is flexibility in the process in that the students, both minority and non-minority alike, with the highest scores are not necessarily the individuals who ultimately matriculate into UCHSC's School of Medicine.

Academic Aid Programs. The OMSA has a full-time staff component for retention. The Learning Assistance Coordinator is responsible for assisting medical students in a variety of areas including: learning assistance, study skills, test-taking anxiety, note-taking, refining oral and written communication skills, and advocacy. In addition, this individual, along with OMSA counselors, assists students with personal, academic, and financial concerns.

The services provided are available to all medical students. However, the focus is on minority and disadvantaged students. More specifically, tutorial programs (group and individual); student advocacy, including the extended curriculum program (three years to complete the traditional two-year basic science curriculum), and liaison for minority students with faculty and administration; and National Board review and preparation sessions have been designed for the express purpose of providing academic reinforce ment and support for minority medical students.

Summer Program. The UCHSC School of Medicine offers an eight week summer course for matriculating UCHSC minority medical students. The course, entitled "Introduction to Medical Science," is an intensive exercise that covers a variety of subjects including the following: study skills (including medical terminology), review of chemistry, biochemistry, biophysics and genetics, embryology, neuroanatomy, gross anatomy, and physiology. The course is designed to increase the level of preparation for those minority students who are considered to be lacking in certain undergraduate academic areas. In addition, the summer course is instrumental in helping these individuals adapt to the rigors of a medical school curriculum.

Student Financial Assistance. Financial aid generally consists of a combination of long-term low interest loans, grants and in some cases part-time employment. All financial aid is awarded on the basis of financial need. Financial need is defined as the difference between the cost of attendance as defined by the institution (tuition and fees, books and supplies, room and board, transportation and essential incidental expenses) and total resources available to the student. All applicants for aid must be admitted to a professional program or be degree candidates, and registered as full-time students to be eligible for financial aid.

Financial aid applications can be obtained in the Office of Financial Aid. Applications are not available to students who have not been officially accepted to a program at the Health Sciences Center.

The deadline for submitting applications for financial aid is April 1 preceding the academic year for which assistance is desired or 30 days after the date of the letter of acceptance for entering students. Late applications will be accepted and considered after those received by the deadlines.

For inquiries and requests contact: Office of Financial Aid, University of Colorado Health Sciences Center, 4200 E. Ninth Ave., Box A-088, Denver, CO 80262 or call (303) 394-8364.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	118	61/57	68.6	20	11/9	75.0	131	84/47	79.4	16	10/6	50.0
Accepted	22	12/10	95.5	5	4/1	60.0	15	8/7	100.0	3	1/2	66.7
Matriculated	6	4/2	100.0	1	0/1	100.0	4	1/3	100.0	0	0/0	.0
Enrolled												
First-Year	6	4/2	100.0	1	0/1	100.0	5	2/3	100.0	0	0/0	.0
All Years	24	16/8	95.8	1	0/1	100.0	19	13/6	94.7	2	2/0	100.0
1988-89												
Applied	140	57/83	74.3	19	9/10	47.4	133	82/51	85.7	14	6/8	42.9
Accepted	25	14/11	84.0	2	1/1	100.0	26	20/6	100.0	3	1/2	100.0
Matriculated	9	6/3	88.9	0	0/0	.0	5	4/1	100.0	0	0/0	.0
Enrolled												
First-Year	9	6/3	88.9	0	0/0	.0	7	4/3	100.0	0	0/0	.0
All Years	24	16/8	95.8	1	0/1	100.0	19	13/6	94.7	2	2/0	100.0

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	3	4
American Indian	0	1	0
Mexican American/Chicano	4	2	4
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	263	136/127	27.0	30	17/13	50.0	131	83/48	64.1	36	19/17	13.9
Accepted	15	9/6	40.0	1	0/1	100.0	8	4/4	75.0	5	3/2	.0
Matriculated	6	4/2	16.7	1	0/1	100.0	4	1/3	75.0	3	1/2	.0
Enrolled												
First-Year	14	10/4	28.6	2	1/1	50.0	11	6/5	72.7	4	0/2	.0
All Years	36	27/9	33.3	8	6/2	25.0	32	18/14	68.8	7	0/2	.0
1988-89												
Applied	260	130/130	35.4	29	13/16	41.4	132	85/47	72.0	26	17/9	23.1
Accepted	18	9/9	38.9	3	2/1	33.3	14	8/6	71.4	7	6/1	14.3
Matriculated	8	5/3	37.5	3	2/1	33.3	7	4/3	57.1	3	3/0	.0
Enrolled												
First-Year	12	7/5	25.0	4	2/2	50.0	9	4/5	66.7	5	4/1	.0
All Years	36	27/9	33.3	8	6/2	25.0	32	18/14	68.8	7	5/2	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	4	4
American Indian	0	2	0
Mexican American/Chicano	6	3	4
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	21	9/12	33.3	9	7/2	11.1	25	18/7	44.0	1	1/0	100.0
Accepted	4	2/2	50.0	0	0/0	.0	6	4/2	66.7	1	1/0	100.0
Matriculated	2	0/2	50.0	0	0/0	.0	3	1/2	100.0	1	1/0	100.0
Enrolled												
First-Year	2	0/2	50.0	0	0/0	.0	4	2/2	100.0	1	1/0	100.0
All Years	6	4/2	66.7	0	0/0	.0	17	9/8	94.1	3	1/2	66.7
1988–89												
Applied	21	8/13	19.0	17	7/10	11.8	27	15/12	25.9	4	1/3	25.0
Accepted	3	2/1	66.7	5	1/4	.0	6	3/3	66.7	2	1/1	50.0
Matriculated	2	2/0	100.0	0	0/0	.0	4	3/1	75.0	1	0/1	.0
Enrolled												
First-Year	2	2/0	100.0	0	0/0	.0	4	3/1	75.0	1	0/1	.0
All Years	6	4/2	66.7	0	0/0	.0	17	9/8	94.1	3	1/2	66.7

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	1	1	1
American Indian	0	1	0
Mexican American/Chicano	1	4	2
Mainland Puerto Rican	0	0	0

University of Connecticut School of Medicine

Address inquiries to
Dr. Marja Hurley
Associate Dean, Minority Student Affairs
The University of Connecticut
School of Medicine
Farmington, Connecticut 06032
(203) 679-3483

Recruitment. The University of Connecticut School of Medicine recruits minority group and disadvantaged applicants nationally through the Office of Minority Student Affairs. Visits to area colleges and to Historically Black Colleges and Universities, attendance at recruitment programs, use of community resources, and summer enrichment programs are some of the methods to used interest qualified applicants to our programs. Our own students are actively encouraged to participate in the recruitment program.

Admissions. Candidates for admission receive a thorough and sensitive review and are selected on a competitive basis. All applicants from minority group and disadvantaged backgrounds are reviewed early in the admissions process. Minority candidates invited for an interview meet with the staff of the Office of Minority Student Affairs and with minority medical students who answer questions in an informal setting. The office of Minority Student Affairs is represented on the Admissions Committee.

Academic Aid Programs. A tutorial program is available. A time management-test taking skills course is provided for all incoming freshman students. Additional academic support is available through the Office of Minority Student Affairs on an individual basis.

Summer Programs. The **High School Research Apprentice Program** is an eight week summer program for high school juniors and seniors who have indicated an interest in medicine, dentistry or biomedical research. The program provides the students with a research experience in one of the basic science or clinical laboratories at the University of Connecticut Health Center. Students are given the opportunity to present results of their research in a poster presentation before faculty preceptors and othere program participants during the final week of the program. Selected participants must be able to commute daily to either the Health Center or to the Veterans Administration Hospital in Newington, CT.

The **Scholars Training Academy** is an eight week summer program of pre-professional training designed to provide sound development of scientific, mathematical, communications, problem solving and test-taking skills. The purpose of this program is to enhance the chances for high school seniors to gain admission to pre-professional undergraduate programs and to increase the retention of participants already admitted to these programs. The program will consist of two concurrent eight week sections, each consisting of 27 hours of formal lecture, laboratory and directed study addressing the needs of high school seniors and college freshman or sophomores respectively. One section will consist of lectures in each of the following subjects—inorganic chemistry, pre-calculus, English and reading. A study skills course focusing on problem solving and test-taking will be conducted. The other section will offer courses in biology, organic/biochemistry and physics. Room and board and a stipend is provided.

The **Minority Scholars Institute** is an eight week summer program of pre-professional training designed to provide a reinforcement and enrichment experience for students from disadvantaged backgrounds who expect to apply to schools of medicine. The purpose of the program are to (a) facilitate the entry of these students into professional school by improving their performance on admissions tests and through professional development activties and (b) to increase the retention of successful matriculants to professional schools through early exposure to professional education. The program will consist of 120 hours of basic medical science emphasizing essential principles of cell and molecular biology and histology presented by the Health Center faculty, 60 hours of Medical College Admissions Test (MCAT) preparation, professional development activities and the opportunity to interact with clinical preceptors on an individual basis. This program also serves as a prematriculation program for interested minority students accepted to the School of Medicine. Room and board and a stipend is provided.

The **Summer Fellowship Program** provides a ten week research experience and some exposure to clinical medicine to undergraduate college students who are interested in a career in medicine. Students who are completing their junior year are given preference in selection although some consideration is given to students completing their sophomore year. Applicants should have completed some coursework in biology and chemistry, preferably through organic chemistry. A faculty sponsor will be identified for each student. The student, in collaboration with the faculty sponsor, will develop a research protocol. Approximately thirty hours per week is allotted to the project with ten hours set aside for required clinical experientials and other enrichments.

Post-Baccalaureate Program. The School of Medicine in cooperation with the College of Arts and Science at the University of Connecticut offers two non-degree study programs for capable college graduates wishing to prepare for application to medical schools. One program serves the non-traditional students who have little or no science preparation. It is designed for highly capable college graduates who have decided to change career direction. The second program serves students who have completed college science prerequisites. It is intended to provide an opportunity to demonstrate academic excellence in upper division science coursework. To apply, a student must have completed a baccalaureate degree program from an accredited college or university. Admitted students normally present at least a B−/B+ average. For selection in the Post-Bac Program, students must carry a minimum of 12 credits and maintain at least a B+ average each semester. Courses available to students participating in these programs are normal course offerings of the University of Connecticut. Counselling for the program course selection is available on an individual basis from the Preprofessional Evaluation Committee and representatives of the School of Medicine.

Student Financial Assistance. The application fee may be waived. The financial aid program available to all students has, in the past, been able to meet approximately 85–90% of estimated financial need. Financial aid packages typically consist of scholarships, tuition remissions, and loans.

Other Pertinent Information. The University of Connecticut is a small institution, 80 per class, where the student does not get lost in the institutional shuffle. A couseling and adult development program is available to all students. A student based tutorial program is also available.

Yale University School of Medicine

Address inquiries to
Ms. Maxine I. Whitehead
Director, Office of Minority Affairs
Yale University
School of Medicine
333 Cedar Street
P.O. Box 3333
New Haven, Connecticut 06510
(203) 785-7545

Recruitment. The Yale University School of Medicine seeks to achieve diversity in its classes and actively recruits qualified members of minority groups.

Yale School of Medicine employs a variety of activities to assist in carrying out its recruitment efforts. Direct mailings are sent to students identified from the AAMC Med-MAR register twice yearly. Campus visits are made, with special attention given to those colleges/universities having large enrollments of under-represented minority student groups. These visits are made by the Office of Minority Affairs Director, Admission Committee members and students to inform prospective applicants and advisors about Yale School of Medicine and its programs.

Minority group students, and Pre-Med Advisors are invited to the Yale School of Medicine each spring to participate with medical students, admissions office staff, members of the Admissions Committee, faculty and financial aid representatives in its annual Recruitment Weekend activities.

The majority of Yale School of Medicine recruitment activities are concentrated at the undergraduate level, however, faculty administrators and student particpate fully in career day activities at area high schools. Students of Yale School of Medicine serve as volunteer science classroom instructors and health/science career advisors to area high school students, encouraging minority group students toward early academic preparation for careers in the health professions.

Admissions. Minority applications are considered by the same general procedure as all applications, and within the context of the larger Admissions Committee activities. The Admissions Committee composition at Yale School of Medicine is that of clinical, and basic science faculty, and has quantifiable minority, (21%) and women, (24%) representation. All members of the Admission Committee are involved with interviewing all applicants, however, at least one of a minority applicants interviews is with a minority member of the committee. The minority members on the committee constitute an informal subcommittee which advises the full body on minority issues. When interviewing, minority applicants are invited to meet, and have lunch with members of the minority student body.

Academic Aid Programs. Any student who has difficulty or wishes assistance during his/her time at the Medical School can receive tutorial assistance, from a faculty member. The Yale Programs of Medical Education offers the student considerable freedom for individual curriculum planning according to the ability and interest of the student. The student is encouraged to advance at his or her own pace. Grades are not given, and rank order is not established at Yale. Evaluation of achievement is based primarily on the intimate acquaintances of faculty members with each student and their appraisal of the student's progress. Each basic science department gives at least one written anonymous competence examination during the course. Taking these exams is optional. At the end of each course, an anonymous, minimum competence examination will be given which all students must take. A structured NBME review is offered to second year students prior to the June boards examination.

Summer Programs. At this time there are no academic reinforcement or prematriculation programs offered during the summer at Yale.

Student Financial Assistance. The application fee is generally waived if requested by the students' present financial aid officer. Financial assistance is not available for interview trips, but if the applicant lives a long distance from Yale, we will make arrangements to have the interview conducted in his/her area. All students are eligible for financial assistance while in medical school according to need. The Graduate and Professional School Financial Aid Service (GAPSFAS) is used to establish financial need. The total budget, including tuition, room, board, and all other expenses, for a single first year student in 1989–1990 is $27,000. Aid is based on the difference between this budget and the GAPSFAS determination of parents and student expected contribution. The first $15,000 of needed assistance is given in the form of loans and above that amount is given in the form of scholarships.

Georgetown University, Washington, D.C. School of Medicine

Address inquiries to
Dr. Arthur Hoyte
Director
Office of Programs for Student
Development and Community Affairs
Georgetown University
School of Medicine
3900 Reservoir Road, N.W.
Washington, D.C. 20007
(202) 687-1602

Recruitment. The recruitment of minority students is national in focus. Staff and faculty members participate in many recruitment programs throughout the country. However, particular emphasis is given to the recruitment of students from the Washington, D.C. area.

Admissions. A subcommittee of the Committee on Admissions initially screens all applicants who indicate they wish minority consideratation. There is minority representation on the subcommittee and its members are members of the Committee on Admisisons. All final decisions on applications are made by the full Committee on Admissions.

The Committee on Admissions is made up of Georgetown University faculty and student representatives. Applicants who are invited to interview are interviewed individually by two faculty members. The School of Medicine and the Committee on Admissions are committed to maintaining a diverse student body and to increasing the numbers of physicians from groups currently under represented in the field of medicine.

Academic Aid Programs. The Georgetown University Experimental Medical Studies Program (GEMS) is a one year prematriculation course. Its primary purpose is to offer highly-motivated, underrepresented minority students with modest pre-med academic records, an opportunity to demonstrate their academic capabilities by passing selected courses taught to first year students at Georgetown University School of Medicine.

In concert with this primary objective:

1. GEMS students will be United States citizens from minority groups, which have been traditionally underrepresented in medicine (Black Americans, Mainland Puerto Ricans, Mexicans and Native Americans).

2. Special consideration is given to residents of the District of Columbia. Thirty-four percent of students accepted to GEMS were residents of the District of Columbia; eighty-four percent were residents of the Washington metropolitan area.

3. Participants take courses selected from the first year medical school curriculum and are graded on the same basis as other students enrolled in these courses. The GEMS course requirements are equivalent to half the full time first year course requirements. GEMS students who successfuly complete the Program are encouraged to apply to the School of Medicine. If accepted, these students will take the remaining first year courses the following academic year.

4. Applicants to the GEMS Program must have successfully completed one year each of General Chemistry Organic Chemistry, Biology, Physics, and college Mathematics. Appropriate preparation in the laboratory will be required in Biology, Chemistry and Physics.

5. All applicants must show evidence of having earned a baccalaureate degree from an accredited college or university.

The contact persons for the GEMS Program is Joy P. Williams, GEMS Program Coordinator, Georgetown University School of Medicine, Office of Programs for Student Devlopment and Community Affairs, 3900 Reservoir Road, N.W., Washington, D.C. 20007. (202) 687-1645.

The faculty of the School of Medicine is strongly committed to the academic development of all of its students, and individual faculty members are generally available to conduct group and individual tutorials.

Summer Programs. The Georgetown University School of Medicine will sponsor a Pre-Matriculation Summer Academic Enrichment Program. The program will be limited to U.S. citizens from minority groups which have traditionally been underrepresented in medicine (Black Americans, Mainland Puerto Ricans, Mexican Americans and Native Americans). Emphasis will be placed on critical skill development (reading, writing, conceptual and analytical thinking). The program *is not* a MCAT preparation program. Available places will be reserved for those underrepresented minority students who have been accepted into the GEMS program or the freshman medical class at the Georgetown University School of Medicine. Students placed on the waiting list for the freshman class or the GEMS programs will also be given consideration for unfilled slots.

The Medical School will continue to sponsor two NIH funded basic science research programs. One of the programs is directed towards GEM participants and the second towards minority students attending District of Columbia high schools.

Student Financial Assistance. Application fees may be waived upon request and justification of need for financially disadvantaged applicants.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	88	39/49	11.4	5	3/2	.0	14	9/5	14.3	15	9/6	13.3
Accepted	7	1/6	28.6	1	0/1	.0	2	0/2	50.0	2	1/1	.0
Matriculated	3	0/3	66.7	1	0/1	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	4	1/3	75.0	1	0/1	.0	0	0/0	.0	1	1/0	.0
All Years	13	6/7	61.5	1	0/1	.0	1	0/1	.0	4	3/1	25.0
1988–89												
Applied	140	59/81	64	8	6/2	25.0	13	7/6	15.4	26	15/11	7.7
Accepted	7	0/7	14.3	2	2/0	100.0	1	0/1	100.0	2	1/1	.0
Matriculated	3	0/3	33.3	2	2/0	100.0	1	0/1	100.0	2	1/1	.0
Enrolled												
First-Year	3	0/3	33.3	2	2/0	100.0	1	0/1	100.0	2	1/1	.0
All Years	16	6/10	68.7	3	2/1	33.3	2	0/2	50.0	4	3/1	25.0

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	1	5
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	2	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	93	43/50	2.2	5	3/2	.0	16	11/5	.0	14	10/4	.0
Accepted	23	13/10	.0	0	0/0	.0	2	1/1	.0	2	2/0	.0
Matriculated	10	6/4	.0	0	0/0	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	17	8/9	.0	0	0/0	.0	1	1/0	.0	2	1/1	.0
All Years	45	26/19	2.2	0	0/0	.0	1	1/0	.0	10	8/2	.0
1988–89												
Applied	127	53/74	2.4	5	4/1	40.0	17	7/10	.0	22	15/7	4.5
Accepted	22	10/12	.0	0	0/0	.0	3	0/3	.0	4	2/2	.0
Matriculated	4	3/1	.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
Enrolled												
First-Year	4	3/1	.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
All Years	45	26/19	2.2	0	0/0	.0	1	1/0	0	10	8/2	.0

Source: AAMC—Student & Applicant Information Managent System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	11	7	8
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	3	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	338	144/194	10.4	12	6/6	.0	54	33/21	.0	38	22/16	.0
Accepted	34	9/25	38.2	0	0/0	.0	2	2/0	.0	2	2/0	.0
Matriculated	21	6/15	57.1	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	22	8/14	59.1	0	0/0	.0	1	1/0	.0	0	0/0	.0
All Years	68	27/41	42.6	3	2/1	.0	3	1/2	.0	1	1/0	.0
1988–89												
Applied	331	133/198	10.9	13	9/4	.0	39	22/17	.0	18	11/7	.0
Accepted	31	16/15	19.4	1	1/0	.0	0	0/0	.0	1	1/0	.0
Matriculated	20	10/10	25.0	1	1/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	20	10/10	25.0	1	1/0	.0	0	0/0	.0	0	0/0	.0
All Years	68	27/41	42.6	3	2/1	.0	3	1/2	.0	1	1/0	.0

Source: AAMC—Student & Applicant Information Management Sysytem (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	9	10	13
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	1

The George Washington University School of Medicine and Health Sciences

Address inquiries to
Dr. John F. Williams
Assistant Dean of Admissions
The George Washington University
School of Medicine and Health Sciences
2300 Eye Street, N.W.
Washington, D.C. 20037
(202) 994-3506

Recruitment. Although there are no national recruiting drives, members of the Committee on Admissions have visited selected schools to discuss our program with minority students.

Admissions. The Committee on Admissions seeks a balanced but heterogeneous student body of gifted, humanly sensitive, mature individuals who will excel in the art as well as the science of medicine. Decisions are based on a multiplicity of factors in order to identify a diverse group of individuals best suited to our program of medical education.

There is no discrimination in the selection process because of race, sex, color, religion, or national or regional origin. The School of Medicine and its Committee on Admissions is committed to increasing numbers and proportions of students from ethnic, racial, and socioeconomic groups currently underrepresented in the field of medicine and to continue to seek out qualified applicants from the District of Columbia.

The Admissions Committee has developed an admissions brochure in lieu of the usual medical school catalogue in order to explicitly describe the selection process at this institution. This is sent to all applicants, but interested students are invited to write to the Office of Admissions for a copy of this brochure prior to application.

The Admissions Office suggests that you submit applications and all requested material as early as possible. In this way, the Committee has ample time to review your biographical data and personal comments, and evaluate non-cognitive factors such as your motivation, interest in medicine, and dedication. Your personal comments are an important element in our evaluation of your personal characteristics.

Academic Aid Programs. The Committee on Admissions' position has been to attempt to select those applicants—minority or otherwise—who demonstrated the academic promise and commitment to complete the course of study successfully. This policy, as well as active participation of students and faculty, has kept the number of students who experience academic difficulties low. Those who do are offered an opportunity to rectify a deficiency through summer remedial work supervised by the faculty. Also, in order to offer students with great personal promise but less well proven academic ability an opportunity to study medicine, the University may offer five positions each year to students then permitted to take two first-year medical school courses as Division of University students; if they per form satisfactorily, they are invited to join the next year's entering medical school class. No one may apply for this program. Those invited are chosen from a group denied admission for academic reasons but cited by the Committee as otherwise outstanding.

Student Financial Assistance. Financial aid is awarded to students on the basis of need. This is the prime criterion for assistance. The school's financial aid funds are limited, but the services of the Financial Aid Office are available to assist accepted students to develop plans to meet their financial obligations.

The application fee is waived for disadvantaged students. The Admissions Committee will utilize regional (alumni) interviewers to avoid having disadvantaged applicants travel to the medical center from substantial distances.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	290	118/172	7.2	12	9/3	.0	57	38/19	.0	35	20/15	.0
Accepted	26	10/16	3.8	1	0/1	.0	0	0/0	.0	0	0/0	.0
Matriculated	5	2/3	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	21	12/9	14.3	0	0/0	.0	0	0/0	.0	0	0/0	0
1988–89												
Applied	290	116/174	8.6	12	8/4	.0	32	19/13	.0	21	13/8	.0
Accepted	21	7/14	14.3	0	0/0	.0	2	0/2	.0	0	0/0	.0
Matriculated	6	3/3	33.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	8	3/5	25.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	21	12/9	14.3	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC — Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	4	6
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Howard University
College of Medicine

Address inquiries to
Mr. Sterling M. Lloyd, Jr.
Assistant Dean for Student Affairs
Howard University
College of Medicine
520 W Street, N.W.
Washington, D.C. 20059
(202) 636-6270

Recruitment. Recruitment activities are coordinated by the Assistant Dean for Student Affairs and the staff of the Admissions Office. Efforts are made to achieve more effective communication between the College, premedical students, and their advisors. The College conducts fall, winter, and spring undergraduate premedical student recruitment efforts, including travel to colleges and universities in various geographic locations across the nation. These efforts are aimed at identifying potential minority student applicants at an early stage in their college careers and at working to increase the representation of black and other minority students in the medical profession.

Another important fact of recruitment is the highlighting of Howard's special biomedical programs, e.g., early admission, the academic reinforcement program for admitted students, the M.D.-Ph.D. program, the Center for Sickle Cell Disease, the Cancer Center and other related programs which may be of particular interest to minority applicants. The College of Medicine also sponsors an annual breakfast for premedical students which serves as an orientation to the medical school application process and to the program of study. Although our recruitment activities have operated primarily at the undergraduate level, some efforts are aimed at the high school student.

Since Howard University is the oldest and largest predominantly minority medical school in the country, it is concerned with focusing attention on the development of premedical resources in minority group communities. The College of Medicine has a sincere commitment to identify, at the earliest stage of undergraduate training the highly motivated and academically qualified minority student who has expressed an interest in pursuing a medical career.

Admissions. The primary mission of the College of Medicine is to train physicians to practice in medically underserved communities and facilities. Our admissions policies and procedures are in accord with this mission. The College has been historically and traditionally a predominantly black institution. Minorities comprise 90% or more of the students enrolled.

Academic Aid Programs. The tutorial program for all basic science courses has existed at the Howard University College of Medicine since 1963. Tutorial sessions are held throughout the week in the early evening hours and on Saturday mornings.

Each freshman student is assigned two advisors: a faculty advisor and a student advisor. The faculty advisor is a member of the College's faculty who will be there to serve as a counsellor throughout the years of medical study. The student advisor is a second-year student who provides support and important study materials, and who helps guide the entering student through the freshman curriculum.

During freshman orientation week and periodically throughout the year, workshops are offered presenting techniques for understanding and memorizing information, taking lecture notes, taking multiple-choice examinations, and managing time in the medical curriculum. Counseling is offered to all students in academic difficulty. These students may receive assistance with learning skills, tutorial support, or referral to other university services. Aid in preparing for the National Board Medical Examination Part I is provided through review sessions conducted by faculty and medical student tutors. Exam-taking sessions are available on request for course examinations and for the NBME Part II.

A mandatory five-year curriculum is offered to students who demonstrate during their first semester of enrollment, or by the end of the January neuroscience course, that they are having difficulty meeting the demands of the four-year curriculum and need additional time to meet the requirements for satisfactory performance. This curriculum, which does not require additional courses, includes scheduling changes in the four-year curriculum to accommodate the one-year extension.

Freshman and sophomores may remove one or two course deficiencies by attending a summer tutorial program conducted by medical students under faculty supervision, and then passing reexaminations administered by the faculty at the end of the program.

Summer Programs. The Preliminary Academic Reinforcement Program (PARP) for a small group of incoming medical freshman was organized during 1971 and has continued each successive summer.

The PARP is a six-week summer program which introduces selected entering freshman students to the basic medical sciences, strengthens their learning skills, and provides some measure of their ability to handle our freshman medical curriculum. The subjects which are taught are: anatomy, biochemistry, and microbiology. Satisfactory completion of the program, a requirement for students selected, is determined on the basis of examinations and attendance.

No credit is offered for PARP courses, and they neither satisfy course prerequisites for medical school nor replace any courses in the freshman medical curriculum. Participating students may be given some assistance with expenses for room and board. No tuition is charged. Limited funds may be available for out-of-town students to help defray travel expenses to and from the program.

Student Financial Assistance. About 85 percent of the students enrolled in the College of Medicine receive some sort of financial assistance. Financial aid awards are based on an analysis of the student's need and academic scholarship. Need analysis is accomplished with the assistance of the College Scholarship Service (CSS) of the College Board. Financial aid applicants are required to file the Financial Aid Form (FAF).

Several kinds of financial are available to the student in need. Scholarships are awarded by the College and are applied to the cost of tuition. Guaranteed and non-guaranteed loans are available from a number of sources, including the University itself. The College attempts to insure that all its students have the financial resources to meet the cost of attendance.

Since a large number of our applicants are members of minority groups, we do not provide financial assistance for admission interview travel.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	1395	645/750	3.2	13	7/6	.0	41	30/11	.0	26	14/12	.0
Accepted	238	114/124	3.8	1	1/0	.0	5	3/2	.0	2	2/0	.0
Matriculated	63	30/33	6.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	75	36/39	9.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	301	125/176	11.3	0	0/0	.0	0	0/0	.0	1	0/1	.0
1988-89												
Applied	1276	550/726	4.0	10	5/5	.0	30	17/13	.0	18	8/10	.0
Accepted	253	108/145	6.7	2	2/0	.0	3	2/1	.0	4	1/3	.0
Matriculated	75	27/148	12.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	81	30/51	12.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	301	125/176	11.3	0	0/0	.0	0	0/0	.0	1	0/1	.0

Source: AAMC — Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	75	61	50
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	0	0

University of Florida College of Medicine

Address inquiries to
Dr. Dwayne A. Thomas
Assist. Dean Minority Relations
University of Florida
College of Medicine
Box J-202, JHMHC
Gainesville, Florida 32610
(904) 392-3015

Recruitment. The College of Medicine actively recruits minority undergraduates from the State of Florida and the Greater Southeast Region of the United States. Visits are made to undergraduate colleges, including several traditionally Black col leges. Our first and second-year students play an integral role by participating in recruitment visits, particularly on visitations to colleges of which they are alumni.

Once a year we have a "Teach-In," where high school and community college students from Florida are brought to the Health Center complex and introduced to various aspects of the health professions.

Admissions. We do not offer a separate minority admissions committee. Every effort is made to have minority students interviewed by minority members of the committee. Also every consideration is made to review students' MCAT and G.P.A. on a comparative basis with the MCAT and G.P.A. of other medical students who attended their undergraduate college or who are currently enrolled in the College of Medicine.

Selected students who participate in the Florida State University program on the campuses of Florida State and Florida A & M in Tallahassee receive secure admission to year two at the University of Florida College of Medicine.

Academic Aid. Supportive Services are offered such as improving study and reading skills, note-taking, test-taking and anxiety reduction.

Summer Program. A summer workshop for new matriculants is sponsored annually by the College of Medicine's minority students. The workshop is funded by grants from the Office of the Dean and DHHS. The workshop's objectives are: 1) to offer introductory courses in anatomy and biochemistry, 2) to develop study techniques, 3) to aid students in adjusting to the Health Center complex and to meet the other Black and minority students in their class, and 4) to prepare students to deal with a flexible curriculum in an effective manner.

Dean Scholarships. A four year scholarship is available to all entering freshmen. In addition every effort is made to meet every student's financial need through other scholarships and loans.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	141	70/71	.7	6	4/2	.0	10	5/5	.0	32	19/13	.0
Accepted	13	9/4	.0	1	0/1	.0	0	0/0	.0	1	0/1	.0
Matriculated	4	1/3	.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	2/4	.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
All Years	26	9/17	.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	138	59/79	.7	5	1/4	.0	13	5/8	.0	15	8/7	.0
Accepted	13	5/8	.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
Matriculated	6	3/3	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	26	9/17	.0	1	0/1	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	9	10
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Florida State University
Program In Medical Sciences

Address inquiries to
Dr. Robert H. Reeves
Director
Program in Medical Sciences
036 MON—Florida State University
Tallahassee, Florida 32306
(904) 644-1855

The Florida State University Program in Medical Sciences is an interinstitutional program in which medical students complete the preclinical sciences (except systemic pathology) at Florida State and Florida A and M Universities in Tallahassee, and the clinical sciences at the University of Florida in Gainesville. Since the program is integrated with the baccalaureate curricula, selection of medical students in within the Florida State University and Florida A and M undergraduate student bodies only. Inquiries can also be addressed to Dr. Lynette Padmore, Florida A & M University, Student Affairs, Tallahassee, Florida 32306.

University of Miami School of Medicine

Address inquiries to
Dr. Robert L. Bragg
Associate Dean for Special Projects
University of Miami
School of Medicine
P.O. Box 016159
Miami, Florida 33101
(305) 549-6336

Recruitment. Students, faculty and members of the administration visit various college campuses in the Southeast to recruit students. In addition to this, the Associate Dean for Special Projects tries to visit the predominantly Black colleges and universities in the State of Florida as well as some of these institutions in the southeast to recruit minority and disadvantaged students. These visits may occur on "career days" depending upon the convenience of the schools and the schedule of the Associate Dean for Special Projects. We attempt at these visits to have as many premedical and science major students present as possible along with faculty advisors, science teachers, etc., to discuss with the group the requirements for admission to medical schools, the planning of necessary courses prior to taking the MCAT, etc.

Admissions. Each completed application is reviewed by a screening committee, all of the members of which are regular members of the Admissions Committee. These screened applications in turn are reviewed by the members of the Admissions Committee. Any member of the Admissions Committee may bring up for discussion any applicant. The decisions to accept, place on the alternate list and to reject are then made by the members of the Admissions Committee. Members of various minority groups serve as regular members of the Admissions Committee of the School of Medicine. The committee receives advice on applicants from the Committee on Minority Affairs. Frequently, members of the Minority Affairs Committee interview various applicants to the School of Medicine.

Academic Aid Programs. We are currently offering a systematic program of tutorial work for enrolled minority students who might need assistance, and we have developed a system whereby these students are identified early in their first semester. A system of volunteer tutors from the faculty and student body has been established for one-to-one tutorial sessions with minority students currently enrolled. By recommendations from the indicated promotions committee, flexible curriculum schedules may be offered to a student.

Summer Programs. In July, 1977 the School of Medicine initiated a summer pro gram to motivate high school and college students to pursue careers in the health sciences. The program for high school students was discontinued in 1980 in order to focus the School's resources on college level students. This program allows the participants to gain a better understanding of the requirements in the various health science careers. The college program is a mini-medical school experience with the participants enrolled in Reading and Study Skills, Gross Anatomy, Histology, Microbiology and Biochemistry. The courses are taught by medical school faculty. Each of the participating students receives a stipend. This summer program is a fulltime seven week, five days a week program. The Associate Dean for Special Projects is the Project Director.

Student Financial Assistance. Considerable financial aid is provided to students who demonstrate financial need through the Office of Loans and Scholarships.

Other Pertinent Information. The University of Miami School of Medicine is also making efforts to effect change through the identification and recruitment of faculty from minority groups.

University of South Florida
College of Medicine

Address inquiries to
Dr. Pierre J. Bouls, Jr.
Associate Dean for Continuing
Medical Education and Affirmative Action Affairs
University of South Florida
College of Medicine
12901 N. 30th Street
Tampa, Florida 33612-4799
(813) 974-4296

Recruitment. The Associate Dean for Admissions visits undergraduate colleges in the state to speak on medical college admissions policies and procedures. Disadvantaged students at the high school and undergraduate college level are invited to visit the medical center for guided tours of the facilities and seminars on admission policies and procedures. The Associate Dean for Student Affairs, faculty members, and students, likewise, visit with high school groups for the same purpose and are frequently featured speakers at state-wide careers programs.

Admissions. Each applicant's credentials are individually evaluated by a single admissions committee. All members of the Admissions Committee are aware of the need for increased enrollment of members of minority groups. Credentials of minority group applicants are evaluated along with other applicants; however, the possible effect(s) of a disadvantaged socioeconomic background is kept in mind.

Academic Aid Programs. The Associate Dean for Student Affairs works closely with all students who require academic counseling and refers them to appropriate faculty within our institution, or the University at large, for assistance.

Post-Baccalaureate Program. A special two-year non-degree program is administered by the Premedical Sciences Committee of the College of Natural Sciences for students who hold a baccalaureate degree and are seeking to improve their academic record for application to professional schools. The program is particularly designed for previously rejected applicants who need to improve their grade point average and demonstrate their ability to perform well in the sciences. Students in this program have the advantage of priority registration in the College of Natural Sciences. Upon completion of the program they are evaluated by the Preprofessional Sciences Committee. The evaluation is sent to the professional schools to which they are applying.

In order to be admitted to the program, students must have a baccalaureate degree and be interviewed by the Preprofessional Sciences Committee. Students must demonstrate potential for success through improvement in their academic record, performance in science courses, previous test scores, and motivation for the profession. Students who do not have a baccalaureate degree from the University of South Florida must provide two letters of recommendation.

Once admitted to the program, students must complete a minimum of 15 hours per semester (excluding summers) of courses approved by the Preprofessional Sciences Committee with a minimum grade point average of 3.3 each semester. An approved schedule would typically include at least three rigorous science courses. Courses will generally be at the undergraduate level, selected from those listed in the premedical sciences program or other advanced sciences. Students should expect to complete at least one year in the program prior to reapplication to professional schools, but additional semesters or a second year may be necessary for some students. Students lacking adequate familiarity with the profession will be expected to obtain sufficient exposure while enrolled in the program.

Student Financial Assistance. No minority group student has had financial need play a role in his discontinuance of study. Scholarships for minority students are higher than the class overage. In addition to federal loan programs and National medical Fellowships, we have two special grant funds that are designated for minority students. These are the Delores A. Auzenne Fellowship and the University of South Florida College of Medicine Minority Tuition Scholarship.

Emory University School of Medicine

Address Inquiries to
M. Kandy Jones
Director, Office of Minority Affairs
Room 311-WHSCAB
Emory University
School of Medicine
1440 Clifton Road, N.E.
Atlanta, Georgia 30322
(404) 727-0016

Recruitment. Emory University School of Medicine's minority student recruitment program is administered by the Office of Minority Affairs which works closely with the Offices of Student Affairs and Admissions. Representatives from the Office of Minority Affairs, as well as minority students and faculty members, participate in the recruitment of minority students at local colleges and across the country. In addition to sending representatives to college recruitment and career days, minority student groups are encouraged to schedule visits to the medical school's campus.

Admissions. The School of Medicine is committed to interviewing applicants from those minority groups who have heretofore not been well represented in medicine. The Office of Minority Affairs works closely with premedical advisors at the local historically black colleges to encourage application and facilitate communication in this important endeavor. As a member of the Admissions Committee, the Director of Minority Affairs works to assist the committee in the selection process of minority applicants. On actual interview days, minority faculty serve on the interview panel and currently enrolled minority medical students are available for questions and interactions.

Academic Aid Programs. Opportunities for counseling and academic assistance are available to all students. In the event that unexpected acacademic difficulties occur after acceptance or matriculation, an individualized program can be arranged to assist the student in completing the required work. Special tutorials in test-taking and other counseling are available upon request.

Summer Programs. Each summer, the Medical School sponsors an eight week summer program for college students. The Minority Summer Enrichment Program offers an intensive drilling in the basic sciences, test-taking skills, study skills, and reading and writing skills. Students also are given mock medical school interviews and review sessions for the MCAT. An important component of the summer program is the introduction of the clinical aspects of medicine through tours, seminars and informal talks with minority physicians.

Student Financial Assistance. The Emory University application fee is automatically waived if the AMCAS application fee is waived. Although Emory is unable to offer full support to cover all educational and living expenses for any student, so far it has been possible to give some financial aid to all minority students in the medical school who are U.S. citizens, who have demonstrated need and who have applied for aid. A limited number of full-tuition and half-tuition scholarships for each of the four years of medical school are also available for highly qualified students in the first-year class.

No applications for financial aid are reviewed until acceptance for admission has been issued. However, students may apply for aid prior to acceptance and should apply as soon as possible after January 1 each year in order to facilitate timely consideration.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	50	24/26	78.0	2	1/1	50.0	8	4/4	75.0	18	9/9	88.9
Accepted	18	9/9	94.4	1	0/1	100.0	0	0/0	.0	5	1/4	100.0
Matriculated	11	5/6	90.9	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Enrolled												
First-Year	11	5/6	90.9	1	1/0	100.0	0	0/0	.0	1	0/1	100.0
All Years	41	19/22	85.4	2	1/1	100.0	0	0/0	.0	4	3/1	100.0
1988–89												
Applied	50	20/30	80.0	0	0/0	.0	4	2/2	100.0	8	5/3	75.0
Accepted	16	5/11	81.3	0	0/0	.0	0	0/0	.0	2	2/0	100.0
Matriculated	11	3/8	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	14	4/10	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
All Years	41	19/22	85.4	2	1/1	100.0	0	0/0	.0	4	3/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	5	10
American Indian	0	1	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–89	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	23	13/10	100.0	2	1/1	100.0	5	1/4	100.0	15	8/7	93.3
Accepted	8	5/3	100.0	1	0/1	100.0	1	0/1	100.0	5	2/3	100.0
Matriculated	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	10	6/4	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0
1988–89												
Applied	30	12/18	96.7	1	1/0	.0	4	2/2	100.0	8	4/4	62.5
Accepted	13	7/6	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Matriculated	3	2/1	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	3	2/1	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
All Years	10	6/4	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	2	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	2	0

Medical College of Georgia
School of Medicine

Address inquiries to
Dr. Vera Thurmond
Associate Director
Student Educational
Enrichment Programs
AA-153
Medical College of Georgia
Augusta, Georgia 30912-0063
(404) 860-5151

Recruitment. The Medical College of Georgia conducts an intensive recruitment program for minority students by visiting high schools and colleges in the State of Georgia, including multiple visits to the predominantly Black institutions. Visits to the predominantly Black schools are made by the minority affairs officer.

Admissions. The College of Medicine is committed to increasing minority representation in the student body and the Medical Admissions Committee takes this responsibility seriously.

Academic Aid Programs. If needed, minority students are provided with tutorial services as well as help by faculty members.

Summer Programs. A program for high school and college students is conducted each summer for eight weeks to strengthen the academic backgrounds of students interested in the health careers, and to introduce them to the practical aspects of the health careers. This program has been conducted since 1970. Applications may be obtained from the Student Educational Enrichment Program, AA-153, Medical College of Georgia, Augusta, Georgia 30912. The upper level college students attend classes in histology and the lower level college students attend classes in physiology. High school students attend classes in biology. All students participate in a writing, critical reading and learning skills class. Accepted minority students are invited to attend a four week prematriculation program. The main objective of this summer program is to provide an early introduction to the freshman curriculum and facilitate adjustment to the educational environment.

Student Financial Assistance. The Medical College of Georgia awards all of its aid based on financial need. Minority students have had their financial needs met in an acceptable way. No one has left the medical school for lack of funds.

There is no application fee for admission to the Medical College of Georgia.

Mercer University School of Medicine

Address inquiries to
Dr. Roger W. Comeau
Associate Dean for Admissions
& Student Affairs
School of Medicine, Mercer University
Macon, Georgia 31207
(912) 752-2524

Recruitment. Mercer University School of Medicine makes a significant effort to recruit among minority groups underrepresented in medicine. Visits are made by Mercer students, faculty, and staff to all of the traditionally Black colleges in the state of Georgia, to other colleges and universities with significant minority enrollment as well as to career day programs and fairs. Visits to the Mercer campus are encourage during which time minority faculty and staff and available to discuss the Mercer program.

Admissions. The Admissions Committee is committed to admitting qualified individuals from groups underrepresented in medicine.

Academic Aid Program. If a student has academic difficulty, the factors underlying the difficulty are assessed and an individualized remediation program is designed for the student.

Student Financial Assistance. Financial aid in the form of loans and scholarships is available. Awards are made on the basis of need and merit. In addition, NMF funds and those from the Mercer University School of Medicine Minority Scholarship Program are used specifically to meet the needs of minority students.

Morehouse School of Medicine

Address inquiries to
Dr. Angela L. Franklin
Assistant Dean for Student Affairs/Admission
Morehouse School of Medicine
720 Westview Drive, S.W.
Atlanta, GA 30310
(404) 752-1650

Recruitment. Recruitment is conducted by the Office of Admissions and Student Affairs. The Morehouse School of Medicine employs a full-time Recruitment Officer; however, administrators, faculty, and students participate in the recruitment process.

The recruitment efforts, to identify, inform, and encourage prospective minority and disadvantaged candidates, are multifaceted. Approaches designed to accomplish this include: Recruitment visits at state and private colleges and universities. Seminars and conferences within the Atlanta University Center; Annual letters to all member colleges and universities of the United Negro College Fund; Contacts made with pre-medical advisors and counselors; and, Participation in many local, state, and national conferences and career fairs. Through the Office of Admissions, arrangements can be made to tour Morehouse School of Medicine on an individual or group basis.

Admissions. The primary mission of Morehouse School of Medicine is to admit and educate students who will become primary care physicians for medically underserved rural areas and inner cities, including low-income and minority communities. The Admissions Committee seeks candidates who possess the academic qualifications judged necessary for successful study and practice of medicine. Equally important, but less tangible, are personal factors such as character, maturity, integrity, perseverance, and motivation.

Because of the urgent need for physicians in the State of Georgia preferential consideration will be given to qualified residents of Georgia. Consideration will be given also to qualified applicants from the states of N.Y. and N.J. However, Morehouse School of Medicine also welcomes applications from other well qualified out-of-state students.

Applicants must apply through the American Medical College Application Service (AMCAS) and request that their application along with MCAT scores be forwarded to Morehouse School of Medicine. Our code number is GA825. Each application received from AMCAS is reviewed individually. Following the initial screening, applicants granted further consideration are requested to submit supplementary materials. Only completed applications are then evaluated for interview. A completed application consists of: (1) AMCAS application form; (2) all Supplementary materials; and (3) the $40.00 application fee. Applications not completed by given deadlines are withdrawn from consideration.

Academic Aid Programs. Complete advisement and retention activities are offered to all Medical School matriculants. Upon matriculation each student is assigned to a Faculty-Student Support Group. Available to all students are a wide range of academic support services; e.g., student tutors; study skills and test-taking strategies; a National Board of Medical Examiners preparation program; and personal counseling from the Counseling Service. Retention activities are designed to meet the needs of the individual student and may include a flexible curriculum schedule.

Summer Programs. The Morehouse School of Medicine offers a 6-week summer prematriculation program for rising seniors and post-baccalaureate students. This program includes courses in Histology, Biochemistry, Human Values, Test-Taking and Study Skills, and Time Management. This program is identical to the curriculum of the first year students and begins approximately the second week of July. The eleven month curriculum for first year students also begins at this time.

Student Financial Assistance. A non-refundable processing fee of $40 is required with submission of the Supplemental Application. If a student has received a waiver of the AMCAS application fee, that student is eligible for a waiver of the $40 fee upon written request along with a copy of an approved AMCAS fee waiver. The School does not have funds available for help for interview trips. Morehouse uses a needs analysis system to determine students' eligibility for financial aid. The demonstration of need is the key factors in all financial aid awards. The School of Medicine's scholarships are awarded to qualified applicants on the basis of established criteria and in accordance with the stipulation of the donors.

Other Pertinent Information. Morehouse School of Medicine, as a two-year basic medical science institution, admitted its charter class in 1978. In 1985 the School received full accreditation by the LCME and awarded its first M.D. degrees on May 17, 1985.

Students are required to pass the National Board of Medical Examiners Part I examination for promotion into the clinical phase of the curriculum. Passage of the National Board of Medical Examiners Part II is required to receive the M.D. degree.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	145	68/77	—	11	7/4	.0	21	12/9	14.3	14	7/7	7.1
Accepted	19	11/8	15.8	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	7	3/4	12.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	8	3/5	11.1	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	21	10/11	38.1	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	186	88/98	—	10	5/5	—	14	8/6	.0	5	2/3	20.0
Accepted	17	10/7	17.6	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Matriculated	6	4/2	16.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	5/2	14.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	23	10/13	17.4	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	5	3	4
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	149	76/73	54.4	6	3/3	.0	5	2/3	60.0	6	4/2	16.7
Accepted	21	12/9	95.2	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Matriculated	14	7/7	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	16	9/7	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	48	27/21	100.0	0	0/0	.0	1	0/1	100.0	2	0/1	100.0
1988–89												
Applied	149	61/88	51.7	2	1/1	100.0	4	1/3	25.0	2	0/2	50.0
Accepted	19	11/8	100.0	1	1/0	100.0	1	0/1	100.0	1	0/1	100.0
Matriculated	11	7/4	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Enrolled												
First-Year	13	9/4	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
All Years	48	27/21	100.0	0	0/0	.0	1	0/1	100.0	2	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	6	11
American Indian	0	1	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	122	58/64	44.3	3	2/1	.0	3	1/2	33.3	5	2/3	.0
Accepted	9	2/7	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	5	2/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	2/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	13	5/8	100.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	93	48/45	53.8	2	1/1	50.0	4	2/2	.0	1	0/1	.0
Accepted	8	4/4	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	3	2/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	4/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	13	5/8	100.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	0	2
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	817	391/426	9.8	7	6/1	.0	14	10/4	14.3	9	6/3	.0
Accepted	58	31/27	48.3	0	0/0	.0	1	0/1	100.0	2	1/1	.0
Matriculated	25	12/13	60.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Enrolled												
First-Year	40	22/18	50.0	0	0/0	.0	1	0/1	100.0	0	0/1	.0
All Years	117	63/54	53.8	1	1/0	100.0	2	0/2	50.0	1	0/1	.0
1988–89												
Applied	746	340/406	10.1	6	1/5	.0	8	6/2	.0	9	5/4	.0
Accepted	58	27/31	37.9	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	24	13/11	47.8	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	35	17/18	45.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	117	63/54	53.8	1	1/0	100.0	2	0/2	50.0	1	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	20	20	20
American Indian	1	0	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

University of Hawaii
John A. Burns School of Medicine

Address inquiries to
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Associate Dean for Student Affairs
University of Hawaii
John A. Burns School of Medicine
1960 East-West Road, Biomed B-104
Honolulu, Hawaii 96822
(808) 948-8300

Recruitment. Recruitment efforts are directed towards increasing the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. An extensive network has been established with key officials in departments of education and health, scholarship officers, local legislators, mass media, and college students studying science in the United States. Success of the special opportunity programs is due largely to personal contact with students and education officials during on-site visits to the Pacific Islands.

Recruitment is conducted by the administrators of the programs as well as the students themselves who serve as role models and help to encourage and motivate other young people to pursue health careers.

Admissions. The special opportunities programs seek to increase the number of Pacific Basin minorities and to provide an opportunity for those of socio-economic and/or educational disadvantaged backgrounds. Important in the selection process is an evaluation of what the potential student might contribute to the welfare of the people of Hawaii and the Pacific.

Academic Aid Programs. In medical school, all first year students are assigned faculty advisors as well as second year medical students as peer advisors.

The intensive premedical year of the IMI HO'OLA includes study skills courses, tutorials, and faculty advisement. In the KULIA Program, participants have mandatory tutorials in the basic sciences.

Summer Programs. Not applicable.

Student Financial Assistance. No additional information.

Other Pertinent Information. The University of Hawaii John A. Burns School of Medicine conducts two special opportunity programs designed to correct the underrepresentation of certain groups in Hawaii and the Pacific Basin in the medical profession.

The IMI HO'OLA Program which started in 1972, is an intensive remedial year in basic premedical sciences. This Program is designed to upgrade promising men and women who for reasons beyond their control may not be sufficiently qualified academically, but who show great promise in other respects. The intent is to develop these students into highly competitive candidates for admission to medical school. The Program accepts 20 students each year some of whom succeed in being admitted to medical school.

The KULIA Program, which started in 1970, is in a sense, an extension of the IMI HO'OLA Program into the medical curriculum itself. It is designed for less well prepared students who are given tutorial assistance in the basic medical sciences. KULIA students are on an expanded medical school curriculum, whereby, they take three years to complete their basic science courses. There are 8 openings available for American Pacific Islanders.

The University of Chicago Pritzker School of Medicine

Address inquiries to
Dr. Norma E. Wagoner
Dean of Students
The University of Chicago
Pritzker School of Medicine
5841 S. Maryland Avenue, Box 436
Chicago, Illinois 60637
(312) 702-1939

Recruitment. The University of Chicago, located on the south side of Chicago, is an integral part of an ethnically diverse neighborhood. The University has a long standing tradition of academic excellence and places particular emphasis on recruiting students who seek to be leaders in research and clinical care. The University, as well as the Pritzker School of Medicine is involved in a studious effort to increase minority representation at all levels. Significant strides have been made recently in attracting residents to departments within the medical center, particularly in pediatrics, internal medicine and anesthesia. Major efforts are underway to increase faculty representation in both the basic and clinical sciences departments.

The Pritzker School of Medicine sends representatives to regional and national events to recruit minority students. Within the past five years, more effort has been directed toward community outreach, where high school and college students spend time on campus to pursue research and clinical opportunities. Students are invited to the campus for tours and discussions with enrolled students.

Admissions. The University of Chicago, utilizes the MED-MAR list to contact prospective students. One of the two minority faculty members on the ten person admissions committee has responsibility for contacting minority students for interviews, and all minority students meet with a minority faculty member and/or the Dean of Students during their interview visit. the Pritzker School of Medicine is particularly interested in seeking diversity among its students, and is sensitive to society's need for increasing minority men and women as physicians.

Academic Aid Programs. All incoming students are assigned to Transition Teams meeting regularly with second, third and fourth year classmates, to discuss academic and personal issues. This positive networking provides both basic information and a valuable framework for the students 4th year program of study. It also reduces any initial isolation while identifying any individuals who might benefit from additional counseling and.assistance in such cases. The Director of Academic Counseling Services meets with Transition Team leaders to diagnose problems and assist in the appropriate triage activities. Faculty are strongly committed to each student's success. While no formalized academic support services exist, such services are provided on an individual basis as the need arises.

Summer Programs. The University of Chicago is part of a consortium of medical schools in the greater Chicago area that participates in a Robert Wood Johnson summer program for college students interested in preparing for medical school. The program at Chicago concentrates on MCAT preparation, with faculty tutelage in the relevant areas of science and additional emphasis on basic study and writing skills. Students are also couseled on ways to finance their medical education and present their credentials for admission.

Student Financial Assistance. The University of Chicago has a variety of resources (both scholarships and low interest loans) to help students meet their educational expenses. In addition to need based funds, the Pritzker School of Medicine also utilizes some merit-based funding. Typically, these scholarships help off-set a substantial portion of tuition, and are renewable for the full four years. Applicants who receive fee waivers from AMCAS will automatically be given a fee waiver on the Pritzker Supplemental Application. Students without an AMCAS fee waiver may petition for a Pritzker fee waiver with the supporting documentation from their college's financial aid office.

Other Pertinent Information. Minority students who attend Pritzker traditionally assume leadership roles during and after their medical school experience. In the 1989–90 academic year, two black students were enrolled in one of the combined MD/PhD programs. Other students have sought combined degrees in Public Health, Public Policy, Health Administration or Urban Studies. The University of Chicago Hospitals have been vitally involved in finding ways to provide high quality medical care to a number of the South Sides medically underserved. As such, the opportunities for both majority and minority students to make a significant contribution to the health care of those in the immediate neighborhoods is great. There is a strong cohort of students from the Pritzker School of Medicine who are involved in a Task Force on health care for the medically underserved and several are working at free clinics within urban areas.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	138	73/65	25.4	10	5/5	.0	53	38/15	15.1	12	11/1	.0
Accepted	9	5/4	22.2	1	0/1	.0	6	4/2	.0	1	1/0	.0
Matriculated	1	1/0	100.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
All Years	13	8/5	46.2	0	0/0	.0	5	2/3	40.0	5	0/1	40.0
1988-89												
Applied	152	75/77	19.7	8	6/2	.0	47	21/26	8.5	9	7/2	33.3
Accepted	12	8/4	16.7	0	0/0	.0	3	0/3	33.3	2	2/0	.0
Matriculated	5	3/2	40.0	0	0/0	.0	1	0/1	.0	1	1/0	.0
Enrolled												
First-Year	5	3/2	40.0	0	0/0	.0	1	0/1	.0	1	0/0	.0
All Years	13	8/5	46.2	0	0/0	.0	5	2/3	40.0	5	0/1	40.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	2	1	4
American Indian	0	0	0
Mexican American/Chicano	2	0	3
Mainland Puerto Rican	1	1	4

University of Health Sciences
The Chicago Medical School

Address inquiries to
Dr. Timothy R. Hansen
Director: Ancillary Educational Programs
University of Health Sciences/
The Chicago Medical School
3333 Green Bay Road
North Chicago, Illinois 60064
(708) 578-3314

Recruitment. Recruitment is conducted primarily through field visitations and visits to local universities with large minority enrollments. Groups of students from these universities are invited to visit our campus for group discussions and individual conferences with the Admissions Office staff and Minority Affairs Officer. Our own minority students are very much involved in this process. Administrative persons taking part in these programs are the Associate Dean of Students, the Director of Ancillary Educational Programs, and the Director of Admissions. Considerable contact is maintained between these officials and many of the special minority programs offered both within the University and by other schools.

Admissions. A separate committee for minority applicants is not utilized. All applicants are processed in the same manner with the following exceptions: All requests for admissions information from minority applicants receive responses from both the Admissions Office and the Office of Ancillary Educational Programs (Minority Affairs). Additionally, efforts are made to facilitate contact between minority applicants and interviewees with minority students of UHS/CMS by direct introduction during visits to the University, exchange of phone numbers, or letters.

Academic Aid Programs. Academic skills are presented (optionally) to all students early in their first term. Academic skills counseling, tutoring, personal couseling, and time-management information are available to all students through academic departments and several offices, including Ancillary Educational Programs, Student Affairs, and the Student Counseling Center. Students who encounter academic problems are counseled by the Associate Dean for Student Affairs and referred to the appropriate University office for assistance. Altered programs of study can be designed which may or may not require an extended period of medical study.

Special Programs. The University, in collaboration with the Chicago Area Health and Medical Careers Program (CAHMCP), offers a PreMatriculation program to minority students working in the CAHMCP program. Students recommended by CAHMCP and selected by UHS/CMS for this program are enrolled in selected courses with first year medical students and given access to all the support services of the University. Demonstration of academic excellence in this curriculum is seen as a strong indicator of success by The Chicago Medical School Admissions Committee.

Additionally, the University, as part of the CAHMCP consortium, offers a summer program of study for minority students as part of the national Minority Medical Education Program. Students selected for this program are exposed to coursework in the basic medical sciences, computer sciences, study skills and admissions counseling, and clinical exposure as part of medical grand rounds. Further information on either of these programs may be obtained from the Chicago Area Health and Medical Careers Program based at the Illinois Institute of Technology, Chicago, Illinois.

Student Financial Assistance. Low interest living expense loans are available to students who have minimal personal and family resources and due to academic status do not have access to state and federal financial aid programs. In addition, disadvantaged students are given consideration for deferral of tuition payments for a limited period. Minority students are encouraged to discuss their needs with the Financial Aid Office in advance of matriculation to obtain a realistic view of their needs and the availability of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1985-86	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	22	16/6	4.5	7	5/2	14.3	15	12/3	6.7	4	2/2	.0
Accepted	0	0/0	.0	1	1/0	100.0	1	1/0	100.0	0	0/0	.0
Matriculated	0	0/0	.0	1	1/0	100.0	1	1/0	100.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	1	1/0	100.0	1	1/0	100.0	0	0/0	.0
All Years	0	0/0	.0	1	1/0	100.0	1	1/0	100.0	0	0/0	.0
1988-89												
Applied	22	16/6	4.5	6	4/2	.0	7	7/0	.0	3	1/2	.0
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	0	0/0	.0	1	1/0	100.0	1	1/0	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	143	71/72	37.1	7	4/3	14.3	56	41/15	16.1	13	8/5	7.7
Accepted	2	1/1	50.0	0	0/0	.0	2	2/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	13	4/9	69.2	0	0	.0	2	2/0	100.0	0	0/0	.0
1988–89												
Applied	132	55/77	40.9	10	5/5	.0	50	28/22	18.0	12	7/5	25.0
Accepted	5	1/4	20.0	0	0/0	.0	2	1/1	50.0	1	1/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	3	2/1	50.0	1	1/0	.0	0	0/0	.0	0	0/0	.0
All Years	18	6/12	69.2	1	1/0	.0	7	1/2	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	1	3
American Indian	0	0	1
Mexican American/Chicano	2	0	0
Mainland Puerto Rican	0	0	0

University of Illinois College of Medicine

Address inquiries to
Dr. William D. Wallace or
Dr. Jorge A. Girotti
Urban Health Program
University of Illinois
College of Medicine
1853 W. Polk Street
Chicago, Illinois 60612
(312) 996-4493

Recruitment. The Urban Health Program conducts all recruitment activities at the College of Medicine. Recruitment and enrichment are carried out at the community, high school, and undergraduate college levels. Workshops, seminars—both on-site and at the medical school—as well as participation in conferences aimed at premedical students are some of the ways the goals are accomplished. These activities are the responsibility of the Associate Dean and Director of the Urban Health Program and his assistants. Minority medical students and faculty in the College also participate actively in the efforts. The Urban Health Program administers an intensive outreach program as well, particularly in supporting minority student organizations at various college campuses throughout the state. The staff makes visits to other states to encourage out-of-state minority students to apply.

Admissions. There is no special subcommittee for minority admissions. A screening committee composed of members of the Admissions Committee reviews all applications, conducts interviews and makes recommendations to the full Committee. Proof of the success of the admissions policies is the number of minority medical students in the four classes, currently 260. With interns and residents the number of minority students in training in or around the University of Illinois facilities exceeds 350. Minority candidates are encouraged to contact staff members of the Urban Health Program for assistance before and during the application process.

Academic Aid Programs. The Urban Health Program has developed an Academic Assistance Program designed to identify and aid students facing academic difficulties. Each student is assigned a faculty advisor who is apprised of the advisee's progress. If problems are detected, the advisor then works with the student in locating the appropriate help (e.g.: academic skills, individual tutoring, small group reviews, etc.). The two minority medical student organizations at the College of Medicine campus, La Raza Medical Association (La RaMA) and the Student National Medical Association (SNMA), also provide academic assistance to first and second year students through reviews and practice practicals.

Summer Programs. Two summer programs are offered to minority/disadvantaged students: a Prematriculation program for those accepted to the College, and an Academic Enrichment program for college sophomores and juniors interested in Medicine. The purpose of the Prematriculation program is to introduce students to the first year curriculum, especially Biochemistry, Gross Anatomy, Histology, Immunology, and Physiology. Faculty and second year medical students organize lectures and laboratory sessions for participants. The Academic Enrichment program is designed to acquaint premedical students with the rigors of medical school through similar coursework as the Prematriculation program. In addition, an MCAT review course as well as assistance with the application process are provided. Participants in both programs receive a thorough orientation to the Health Sciences Center. Contact the staff for further information.

Student Financial Assistance. All students are awarded financial assistance based on need as the sole criterion. Personal need of each accepted applicant is reflected in the award. To make it financially feasible for out-of-state minority applicants to attend the University of Illinois, tuition waivers to cover the nonresident portion of tuition have been instituted. Illinois applicants are eligible for General Assembly scholarships which pay for tuition and can be renewed for up to four years. It is important to apply for Financial Aid early in the process, even if an acceptance offer has not been made.

Loyola University
Stritch School of Medicine

Address inquiries to
Dr. Daniel A. Burr
Associate Dean for Admissions
Loyola University
Stritch School of Medicine
2160 South First Ave.
Maywood, Illinois 60153
(708) 216-3229

Recruitment. Loyola Stritch is involved in local recruitment efforts at the high school and undergraduate levels. As a result of increasing needs for improved health care in inner-city communities, and the underrepresentation of minorities and low income persons in health related occupations, the Stritch School of Medicine has joined together with the Illinois Institute Of Technology and other Chicago area medical schools to offer a Chicago Area Health Careers Opportunity Program.

The Associate Dean for Admissions conducts a recruitment program that includes contacting potential applicants whose names appear in the annual Med-MAR published by the AAMC, speaking with minority student groups at undergraduate campuses, visiting enrichment programs for students interested in the health professions, and inviting minority students to tour the Loyola University Medical Center and to meet faculty and students. Whenever possible, minority students enrolled at Stritch assist in this program.

Admissions. All applicants are reviewed by the Committee on Admissions, which has a membership drawn from the basic science and clinical faculty, administrators, and medical students. To be given serious consideration for admission, an applicant must demonstrate academic competence and potential to satisfactorily complete the four year curriculum at Stritch. In evaluating applications from minority and disadvantaged students, the Committee members look for strengths that might be revealed in non-traditional ways. The ability to solve problems, handle responsibility, and work with other people are given special emphasis in the evaluation.

Academic Aid Programs. The Stritch School of Medicine has a four year curriculum which includes vacation periods after each basic science year and scheduling flexibility in the clinical years. The Committee on Promotions carefully monitors the performance of all enrolled students and through the Office of Student Affairs arranges for special academic assistance for any student identified as experiencing academic difficulties. Promotion Policy permits multiple remediation attempts during the basic science and clinical years for all students as needed. There is no special curriculum or remediation programs exclusively for minority or disadvantaged students. Under the four year curriculum virtually all minority group students have been progressing satisfactorily towards graduation.

Summer Programs. The Chicago Area Health Careers Opportunity Program includes a seven-week minicourse program for high school juniors with indicated interest in medical careers. The objective of the program is to substantially increase the number of qualified and well motivated minority and disadvantaged applicants to medical school from the Chicago area. The Program includes sessions on writing and study skills, meetings with physicians and other health professionals, field trips, and orientation to health care needs. During the academic year, students attend Saturday morning courses in biology and chemistry. In subsequent summers, students work directly with physicians and basic scientists in hospital settings, including the Loyola University Medical Center in Maywood. Participants also receive special assistance in seeking admission to professional schools and in obtaining financial aid. Students interested in the Program must complete all college preparatory mathematics and science courses available to students at the Junior level at their respective schools.

The Stritch School of Medicine does not conduct a special summer prematriculation program for accepted students.

Student Financial Assistance. A fee waiver is granted to applicants who have received a fee waiver from AMCAS or who submit a letter explaining their situation from a college financial aid officer. The Stritch Financial Aid Office has been successful in funding all minority and disadvantaged students through need-based financial aid programs, including Loyola Stritch grant and loan funds. In addition, each year Loyola-Stritch awards several four-year full tuition scholarships to entering students. These scholarships are awarded on the basis of both need and merit and they are intended to reduce financial barriers to students from diverse backgrounds who desire the opportunity to attend the Stritch School of Medicine. Candidates for these Stritch Scholarships have often been minority group students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	120	61/59	65.8	6	4/2	16.7	55	35/20	21.8	10	5/5	20.0
Accepted	7	4/3	100.0	0	0/0	.0	9	6/3	33.3	0	0/0	.0
Matriculated	3	2/1	100.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
Enrolled												
First-Year	3	2/1	100.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
All Years	10	5/5	90.0	0	0/0	.0	5	2/3	80.0	3	0/1	100.0
1988-89												
Applied	133	55/78	57.9	8	6/2	.0	60	36/24	20.0	13	9/4	46.2
Accepted	10	3/7	70.0	0	0/0	.0	3	1/2	33.3	1	1/0	100.0
Matriculated	4	1/3	75.0	0	0/0	.0	1	0/1	100.0	1	1/0	100.0
Enrolled												
First-Year	6	3/3	83.3	0	0/0	.0	2	1/1	100.0	1	0/0	100.0
All Years	10	5/5	90.0	0	0/0	.0	5	2/3	80.0	3	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	3	2
American Indian	0	0	0
Mexican American/Chicano	0	5	2
Mainland Puerto Rican	0	0	0

Northwestern University Medical School

Address inquiries to
Delores Brown, M.S.
Assistant Dean, Director
Admissions & Minority Affairs
Northwestern Unviersity
Medical School
303 E. Chicago Avenue
Chicago, Illinois 60611
(312) 908-8206

Recruitment. Minority student recruitment is conducted both at the high school and college level primarily through visits to institutions, tours of the medical school and extensive communication by letter and phone. Medical students, faculty and administrators participate in the program.

Admissions. All applications are reviewed by the same Admissions Committee which is composed of faculty and students with some minority representation. The admission of minority applicants is determined on a competitive basis with other applicants. Since the evaluation process is individualized, attention can be focused upon trends in performance, job records, extracurricular involvement, the personal comments of the applicant and the opinions of those writing letters of recommendation.

Academic Aid Programs. After matriculation, we offer the following to all students in academic difficulty: 1) a tutorial program for individualized aid in study habits and specific courses, and 2) an option to spread the two basic science years over three calendar years with tutorial help.

Summer Programs. Northwestern participates in the Chicago Area Health and Medical Careers Program which involves a consortium of six professional and one undergraduate institution. The purpose of this program is to substantially increase the number of qualified minority and disadvantaged applicants to medical and other health-related schools. Approximately 100 high school juniors are selected for preparation. Activities include mini-courses in biology and chemistry, writing, study and problem-solving skills, and an introduction to various health care fields. Subsequently, students work directly with physicians and researchers on the staffs of the participating professional schools. The program involves the Northwestern Administration, faculty and medical students.

Student Financial Assistance. Application fees are waived upon receipt of a request from the applicant's undergraduate college financial officer. Several hundred fee waivers are granted each year (estimate).

Rush Medical College of Rush University

Address inquiries to
Dr. William Schwer
Chairperson,
Committee on Admissions
Rush Medical College
of Rush University
600 S. Paulina Street
Chicago, Illinois 60612
(312) 942-6913

Recruitment. Rush Medical College participates in the collaborative Chicago Area Health and Medical Careers Program described below involving students at the high school and college levels. Students are recruited for this multiyear program by visits to high schools and referral by high school teachers, counselors, and students in the program. Rush Medical College and the Rush Chapter of the Student National Medical Association have sponsored an Open House for minority premedical students and faculty involved with minority premedical advising. Through this program we seek to familiarize minority premedical students with Rush. Topics generally discussed include Admission policies and procedures, clinical and Preclinical Curriculum, Financial Aid and an opportunity is provided to speak with minority medical students currently attending Rush. Recruitment of minority applicants to Rush Medical College is conducted by members of the Office of Admissions and the Admissions Committee and by minority students currently enrolled in the Medical College. Minority premedical groups are encouraged to visit the Rush-Presbyterian-St. Luke's Medical Center to meet with students and faculty and to see the facilities. Such visits can be arranged through the Office of Admissions.

Admissions. The applicants to the Medical College are evaluated by the Committee on Admissions. A minority subcommittee reviews applications from minority applicants and makes the first decision, whether or not to invite an applicant for interview. At least one member of this subcommittee, one student, and an additional faculty member will interview each applicant invited for interview. The final decisions are made on each interviewed candidate by the full Committee on Admissions. The Committee considers not only prior academic achievement, but also factors which might have influenced the level of achievement reached, as well as the personal characteristics of each applicant.

Academic Aid Programs. Each student is assigned a carefully selected and trained academic advisor who will provide counseling and guidance throughout all four years of medical school. Students experiencing academic difficulty are provided a range of assistance, including individual and group instruction in time management, study skills, and test taking strategies; peer tutors; and individualized instruction. Students have the option of modifying and extending their schedules so as to proceed at a slower pace during the preclinical years.

Summer Programs. A pre-matriculation program for students accepted to the first year class is held on a yearly basis. Rush Medical College participates with the Illinois Institute of Technology and the other private medical schools in Chicago in the Chicago Area Health and Medical Careers program, which provides enrichment experiences to students interested in health careers. Students are selected during the junior year of high school. Special courses in chemistry, biology, study skills and experiences with medical school faculty take place during the first summer and on Saturdays of the senior year of high school. Preceptorships with faculty of health professional schools will take place in subsequent summers. Interested high school students from the Chicago area should apply to: Chicago Area Health Careers Opportunity Program, Illinois Institute of Technology, Life Sciences Building, Room 182, 3101 South Dearborn, Chicago, Illinois 60616.

Student Financial Assistance. Financial aid in the form of loans and non-refundable aid is available to all students based primarily on need and accrued educational debt. The application fee is waived for applicants meeting the requirements for service fee waiver by AMCAS. Financial assistance for interview trips is not available.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	426	210/216	31.2	14	10/4	7.1	122	86/36	17.2	30	24/6	10.0
Accepted	96	46/50	61.5	0	0/0	.0	39	29/10	46.2	5	4/1	40.0
Matriculated	45	18/27	75.6	0	0/0	.0	24	18/6	62.5	1	0/1	100.0
Enrolled												
First-Year	53	21/32	69.8	0	0/0	.0	28	21/7	64.3	5	2/3	60.0
All Years	143	58/85	74.1	4	2/2	75.0	79	55/24	59.5	19	9/10	47.4
1988–89												
Applied	382	179/203	30.4	17	9/8	5.9	91	63/28	18.7	29	19/10	27.6
Accepted	75	39/36	56.0	5	3/2	20.0	30	19/11	36.7	7	3/4	71.4
Matriculated	29	13/16	65.5	1	0/1	100.0	14	10/4	50.0	4	1/3	75.0
Enrolled												
First-Year	39	18/21	71.8	1	0/1	100.0	19	15/4	47.4	4	1/3	75.0
All Years	143	58/85	74.1	4	2/2	75.0	79	55/24	59.5	19	9/10	47.4

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	35	6	29
American Indian	1	0	0
Mexican American/Chicano	13	0	17
Mainland Puerto Rican	2	0	6

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	182	84/98	31.9	12	6/6	8.3	60	37/23	15.0	14	10/4	7.1
Accepted	15	7/8	46.7	1	1/0	.0	2	0/2	50.0	3	1/2	33.3
Matriculated	6	4/2	66.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	5	3/2	80.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	17	7/10	47.1	0	0/0	.0	1	1/0	100.0	0	0/0	.0
1988–89												
Applied	163	75/88	33.1	9	3/6	.0	56	27/29	10.7	16	10/6	31.3
Accepted	5	5/0	60.0	0	0/0	.0	1	0/1	.0	1	1/0	.0
Matriculated	2	2/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	2/2	75.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	17	7/10	47.1	0	0/0	.0	1	1/0	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	2	4
American Indian	0	0	0
Mexican American/Chicano	0	0	2
Mainland Puerto Rican	0	0	0

Southern Illinois University School of Medicine

Address inquiries to
Dr. Harold Bardo
Director, MEDPREP
Southern Illinois University
School of Medicine
Carbondale, Illinois 62901
(618) 536-5511

Recruitment. Southern Illinois University School of Medicine sponsors a non-degree post-baccalaureate Medical/Dental/Education Preparatory Program (MEDPREP) on the Carbondale Campus. Junior and senior undergraduate students enrolled in Southern Illinois University at Carbondale are also eligible to attend. MEDPREP is designed to assist students from groups currently underrepresented in medicine—Blacks, Mexican Americans, Mainland Puerto Ricans and American Indians in their preparation for medical school. MEDPREP is targeted toward these groups, however, rural white applicants from low economic backgrounds and disadvantaged educational backgrounds, as well as other minority group members are considered for the program on a space-available basis. MEDPREP's goal is to assist participating students to become successful matriculants to medical school and to succeed after matriculation.

Admission to MEDPREP is open to U.S. citizens and permanent residents. However, preference is given to Illinois residents. Students enroll in the program in August or January of each year. It is strongly recommended that students apply no later than three months prior to anticipated matriculation.

Admissions. Admission to MEDPREP is not a conditional admission to the Southern Illinois University School of Medicine. The two admissions practices are separate and distinct. MEDPREP has a special admissions program for which applicants are invited to spend one day on the Carbondale campus. Several of these admissions programs are held periodically throughout the year and involve a series of diagnostic tests, interviews with faculty, and meetings with students to learn more about the program. To receive full consideration, applicants must meet the regular Southern Illinois University admissions criteria and the MEDPREP admissions criteria. Application forms may be obtained directly from the Program Director. There is no application fee to MEDPREP or the University.

All students enrolled in the program must have completed at least two years of college course work and a majority are post-baccalaureate students. Each semester, there are approximately 40–60 minority and disadvantaged students participating in MEDPREP on the Carbondale campus of Southern Illinois University. Students participate in the program from six to 24 months depending on their particular situations.

Acceptance to or success in MEDPREP does not guarantee admission to Southern Illinois Univeristy School of Medicine or any other medical school. Despite the lack of a guarantee, over half of the MEDPREP students have been accepted and matriculated at Southern Illinois University School of Medicine and at least 20 other medical schools.

The Southern Illinois University School of Medicine Admissions Committee, separate and apart from the MEDPREP Admissions Committee, is composed of basic science and clinical faculty from the Carbondale and Springfield campuses. Medical students are also voting members on this committee. While there is not a special minority student admissions committee, the Office of the Dean of Students and Admissions encourages minority applicants to make application to the Southern Illinois University School of Medicine and a particular effort is made to interview those minority students who apply.

Academic Aid Programs. MEDPREP offers enrolled students tutorials, courses, and seminars covering many phases of pre-professional preparation for medical education. Each student's curriculum is tailored to his or her individual needs as determined by diagnostic tests, a review of previous academic history, the student's particular preferences, and the admissions requirements of the medical schools to which the student plans to apply. MEDPREP and other university courses are available for developmental and advanced course work in both basic sciences and learning skills. Students have an opportunity to prepare for the MCAT and DAT and are exposed early to the medical school faculty and curriculum. MEDPREP emphasizes small classes, and close interaction with and supervision by faculty.

In the Southern Illinois University School of Medicine, evaluation of student progress is determined by achievement of prescribed curricular objectives. Faculty determined performance standards are established for each curriculum segment to assure that students are judged primarily by criterion referenced methods. If a student does not achieve the objectives for a given curriculum segment, remedial experiences prescribed by the faculty are required. If necessary, major adjustments in the curriculum of a student will be considered by the Student Progress Committee. Diagnosis of study skills deficiencies and appropriate remedial assistance is provided by educational psychologists in the Department of Medical Education. Faculty advisor systems operate for all students, on both the Cardondale and Springfield campuses.

Summer Programs. MEDHELP offers a summer graded MCAT review for enrolled MEDPREP students only. Applicants are not accepted solely for the summer MCAT review. The review corresponds to the eight-week summer session of the Southern Illinois University. Students are given an intensive review over content covered by the MCAT. In addition, periodic MCAT practice exams are given during this session. Every attempt is made to make the student aware of areas of strength and weakness. The purpose is to promote student self-learning outside the formal MCAT review structure.

For those matriculants to the Southern Illinois University School of Medicine, a summer prematriculation program is offered for minority and disadvantaged students. Such students are strongly encouraged to attend. This program, not unlike most other prematriculation programs, is designed to introduce the student to some of the course content in the first year medical school curriculum. Further the skills courses offered during the program are seen as essential for assisting minority and disadvantaged students in making the transition from undergraduate school to medical school.

Student Financial Assistance. In MEDPREP, a limited number of tuition waivers are available. In the School of Medicine, only limited institutional funds are available for financial aid, at present. A special scholarship fund for academically talented minority medical students has been developed.

Other Pertinent Information. Questions about medical school minority student affairs should be directed to Assistant Dean of Students/Minority Affairs and Counseling, SIU School of Medicine, P.O. Box 19230, Springfield, Illinois 62794-9230, (217) 782-2860. Questions about MEDPREP should be directed to Harold R. Bardo, MEDPREP-SIU-SM. Wheeler Hall, Southern Illinois University, Carbondale, Illinois 6902-4323 (618) 453-1650.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	114	56/58	76.3	1	0/1	100.0	13	9/4	92.3	3	2/1	33.3
Accepted	21	8/13	100.0	0	0/0	.0	5	4/1	100.0	1	0/1	100.0
Matriculated	4	2/2	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Enrolled												
First-Year	5	2/3	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
All Years	22	11/11	95.5	0	0/0	.0	1	1/0	100.0	0	0/0	.0
1988-89												
Applied	106	45/61	68.9	1	0/1	.0	15	7/8	60.0	7	3/4	42.9
Accepted	17	6/11	100.0	0	0/0	.0	3	3/0	100.0	0	0/0	.0
Matriculated	7	3/4	100.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
Enrolled												
First-Year	9	4/5	100.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
All Years	22	11/11	95.5	0	0/0	.0	1	0/1	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	6	9	3
American Indian	0	0	0
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	1	0	0

Indiana University School of Medicine

Address inquiries to
Marion K. Kelly
Assistant Director of Admissions/
Minority Admissions Advisor
Indiana University School of Medicine
1120 South Drive
Fesler Hall 213
Indianapolis, Indiana 46223
(317) 274-3772

Recruitment. The Indiana University School of Medicine has a constant interest in expanding its efforts to identify, advise, and recruit minority and/or disadvantaged individuals who have potential and promise for education and training in medicine. The School's efforts include contact with appropriate administrators, teachers, and advisors in (primarily) Indiana high schools, colleges and universities. Recruitment activities are developed and implemented through the admissions office. Such activities consist of on-campus visitations to conduct premedical seminars and converse with students on a one-to-one basis or in small groups. We also participate in high school career opportunity programs, and reach out to the community through information sheets or brochures, visual aids, and tours of the medical center which are available to students and small groups by appointment. The School encourages minority medical students to give personal experience information to high school and undergraduate students, and community organizations.

Admissions. The School of Medicine Admissions Committee evaluates all applicants, minority and non-minority, on the basis of scholarship, character, personality, references, performance on the Medical College Admission Test (MCAT), and a personal interview. It is essential that all students apply early, follow appropriate admissions procedures, and promptly return necessary materials. The earlier well-qualified students may expect action on their applications.

Academic Aid Programs. The Indiana University School of Medicine currently makes use of several academic reinforcement programs for disadvantaged students. In-depth academic counseling is offered and provided by faculty members, personnel in the Office of Student and Curricular Affairs, and assigned signed faculty advisors.

Each of our special programs is now offered to students after matriculation, and these include tutoring, reduced work load and repetition of a year of medical studies. Special tutorial programs are offered by the faculty of each of the basic science courses for all students whose academic performance is below par. These programs are offered on a regularly scheduled basis. Under certain circumstances students are permitted to assume a reduced work load during the first year of medical school. Under this arrangement students extend the first year of medical studies (gross anatomy, histology, biochemistry, physiology, microbiology, neurobiology and human behavior) to two calendar years. Finally, under special circumstances, students are permitted to repeat the second year of medical studies (neurobiology, pharmacology, pathology, and introduction to medicine).

Student Financial Assistance. Special sources of financial aid are available for needy and minority students. One such fund is the Louis B. Russell Minority Fellowship which was established primarily to assist needy minority students. Mr. Russell was a Black educator and at the time of his death had been the longest living heart transplant recipient.

There are medical school loans available, such as the Medical Student Loan Funds, Cyrus J. Clark (Medical Alumni) Loans, Student Emergency Loans—Short Term, and the Indiana Medical-Distribution Loan Fund. Several of these loans are available only at certain periods in the student's medical school curriculum. Inquiries should be sent to the Director of Financial Aid.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	90	37/53	21.1	2	1/1	50.0	10	9/1	20.0	6	2/4	16.7
Accepted	4	2/2	75.0	0	0/0	.0	1	1/0	100.0	1	0/1	.0
Matriculated	3	1/2	66.7	0	0/0	.0	0	0/0	.0	1	0/1	.0
Enrolled												
First-Year	5	2/3	40.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
All Years	17	8/9	76.5	2	1/1	100.0	2	0/2	100.0	1	0/1	.0
1988–89												
Applied	137	64/73	14.6	5	3/2	40.0	15	10/5	20.0	5	3/2	.0
Accepted	13	9/4	76.9	1	1/0	100.0	3	1/2	100.0	0	0/0	.0
Matriculated	7	5/2	100.0	1	1/0	100.0	2	0/2	100.0	0	0/0	.0
Enrolled												
First-Year	8	6/2	87.5	1	1/0	100.0	2	0/2	100.0	0	0/0	.0
All Years	17	8/9	76.5	2	1/1	100.0	2	0/2	100.0	1	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	7	5
American Indian	0	0	0
Mexican American/Chicano	2	1	0
Mainland Puerto Rican	0	0	0

The University of Iowa College of Medicine

Address inquiries to
Madgetta T. Dungy
Program Associate for Student Affairs
The University of Iowa
College of Medicine
101A CMAB
Iowa City, Iowa 52242
(319) 335-8056

Recruitment. For the past nineteen years, the University of Iowa College of Medicine has conducted a program specifically geared towards minority applicants. Currently known as the Health Careers Opportunity Program, efforts are directed towards identifying, admitting and graduating applicants from ethnic groups historically omitted from medical education. To meet the objectives of the program, attention is given to the admission and retention of aspiring minority physicians.

The College of Medicine actively encourages minority students to seek information regarding our programs and heartily welcomes applications to the College of Medicine.

Efforts to encourage minority applications are demonstrated in a variety of ways. The faculty and administrative staff visit minority summer programs to present information and informally speak with individual students. During the annual spring premedical symposium, students are encouraged to visit with faculty and tour facilities. Medical students who hold membership in the Student National Medical Association and Los Curanderos visit high schools and colleges for the purpose of presenting and sharing information related to medical education. Additionally, minority undergraduates are encouraged to contact Ms. Dungy regarding the Minority Program.

Admissions. During the history of the program the commitment to increasing minority representation has been demonstrated by the ever growing number of entering minority students. There is no geographical restriction placed upon the selection of candidates. Currently, most program participants are out-of-state students. Admission is not contingent upon a personal interview.

The College has an Educational Opportunities Program Committee which studies applications of all persons who have indicated via their AMCAS file that they wish consideration as minority applicants. This committee makes recommendations to the College Admission Committee. The Educational Opportunities Program Committee includes minority students and staff in its membership.

All basic requirements for admission to the College of Medicine must be fulfilled by all applicants seeking entry. The reader is directed to the Association of American Medical College publication Medical School Admission Requirements for discussion of the requirements.

Interested students need not apply for Early Decision Admission.

Academic Aid Programs. Individual and/or group counseling is provided by the project director and other student affairs staff members. The college maintains three persons qualified to provide supportive services. Financial aid counseling is available for those experiencing money management problems. Students are encouraged to utilize these services during their initial adjustment to medical school.

There is a tutorial program in each of the basic science areas available to all students. Any required/necessary deviance from the curriculum schedule is determined by the Dean and reviewed on an individual basis. Some basic science courses include a great deal of individualized learning so that study schedules can be individualized. Individualized tutoring can be arranged.

Summer Program. The first phase of retention is the Summer Program. All students accepted under the auspices of the University of Iowa Educational Opportunities Program attend a Health Careers Opportunity Program during the summer preceding the academic year. The components of the summer program include academic coursework, personal/developmental counseling, career development seminars, academic skills training and structured introductory seminars to the basic sciences. Orientation activities, as well as assistance in "settling-in," are included.

Typically the academic coursework includes medical microscopic anatomy, biochemistry, and biostatistics tutorials. The structured introductory seminars in biochemistry and biostatistics afford the student an opportunity to receive a complete and thorough overview of the courses which are taken during the first semester.

A summer grant defrays the cost of tuition, room charges and board.

Student Financial Assistance. The University will waive an application fee for economically disadvantaged students. All students desiring consideration for financial aid must complete the Financial Aid Form. A need assessment of this application reveals the amount of aid students are entitled to. The basis of financial aid for minority program participants demonstrating need is a grant provided by the Office of Special Support Services. Other federal and national foundation grants are also utilized. The combination of financial support sources meets the basic financial needs of minority students.

Other Pertinent Information. Three staff members are available to discuss individual concerns regarding residency training programs. During the Summer Program student interests are surveyed so that contact can be made with representatives from clinical departments; additionally, an early mentoring program is established with clinical departments. During the summer, staff physicians are invited to conduct seminars focused on medical specialties.

During the academic year minority physicians practicing in Iowa are invited to campus to conduct seminars focused on their research, private practice or personal experiences.

The successful efforts of this program can be viewed from a graduate perspective. Students typically obtain their choice of residency training programs. Graduates have entered: Internal Medicine, Family Medicine, Obstetrics/Gynecology, Pediatrics, Ophthalmology, Pathology, Anesthesiology, Psychiatry, Surgery, and Radiology.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	128	64/64	65.6	5	3/2	20.0	23	15/8	56.5	3	2/1	33.3
Accepted	18	9/9	88.9	2	1/1	50.0	6	4/2	100.0	1	0/1	100.0
Matriculated	7	3/4	85.7	2	1/1	50.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	8	4/4	87.5	2	1/1	50.0	0	0/0	.0	0	0/0	.0
All Years	20	11/9	90.0	2	1/1	50.0	3	0/3	100.0	0	0/0	.0
1988-89												
Applied	130	56/74	63.8	2	1/1	.0	24	12/12	45.8	7	4/3	71.4
Accepted	15	8/7	93.3	0	0/0	.0	6	3/3	83.3	3	2/1	100.0
Matriculated	6	3/3	100.0	0	0/0	.0	1	00/1	100.0	0	0/0	.0
Enrolled												
First-Year	7	3/4	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
All Years	20	11/9	90.0	2	1/1	50.0	3	0/3	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	5	1	3
American Indian	0	0	0
Mexican American/Chicano	1	2	1
Mainland Puerto Rican	0	0	0

University of Kansas School of Medicine

Address inquiries to
Melvin Williams
Director of Affirmative Action and
Associate Vice Chancellor
University of Kansas
School of Medicine
39th and Rainbow Boulevard
Kansas City, Kansas 66103
(913) 588-1206

Recruitment. The University of Kansas Medical School has developed a comprehensive recruitment, development, and retention program for individuals from minority/disadvantaged groups. The major goal of the trainng program is to provide disadvantaged communities in the State of Kansas and the nation with an increased representation of medical practitioners from minority/disadvantaged backgrounds. This effort will utilize University of Kansas Medical School faculty, staff, students, and community groups active in the recruitment of minority disadvantaged students for medicine. The minority/disadvantaged students recruitment and development program has the following objectives: 1) recruitment of minority/disadvantaged students at the undergraduate level; 2) achievement of adequate preparation of incoming minority/ disadvantaged students; and 3) achievement of maximum retention of minority/disadvantaged students. An assessment and support system has been activated to help minority/disadvantaged students overcome educational difficulties, financial problems, or socio-emotional impediments.

Admissions. We have no special screening committee for minority students. However, Black Americans, Mexican Americans, Puerto Rican Americans, and Native American Indians are given careful consideration since individuals from the aforementioned groups are underrepresented and underutilized in medicine.

Academic Aid Programs. Ongoing tutorial and counseling programs have been established to ensure that minority/disadvantaged students not only matriculate in medical school but also graduate.

Tutorial programs are available to assist students, especially in the basic sciences. A learning skills professional will work with students to enhance the productivity of their study patterns and strengthen their test taking skills. A counseling service is available to assist students in dealing with stress and other difficulties of a psychosocial nature. The total program of educational support is geared to minimizing obstacles in the students' path toward their academic goals and improving their chances of retention in medical school.

Student Financial Assistance. Scholarship microscopes are available to medicine students during their preclinical training. The University of Kansas Endowment Association provides scholarship and loan assistance to medical students. The University of Kansas School of Medicine has an "Emergency Scholarship Fund for Minority Students." Guaranteed bank loans are also available. Minority students will be assured of adequate financial support through scholarships and loans.

University of Kentucky College of Medicine

Address inquiries to
Dr. Carol Elam
Assistant Dean for Admissions
University of Kentucky
College of Medicine
800 Rose Street, MN104
Lexington, Kentucky 40536
(606) 233-6161

Recruitment. The University of Kentucky has a commitment to provide health career information and counseling to high school and college students from minority and low-income groups in an effort to ensure such students an opportunity to be admitted to and succeed in medical school.

Special outreach programs designed to stimulate the interest of minority students in a all health professions, especially medicine, have been developed for students attending Kentucky public schools. In particular, the Professional Education Preparation Program identifies high school students interested in medical and dental careers and provides unique career experiences and academic enrichment programs.

Through the Health Careers Opportunity Program, students are identified early in college, and assisted in making relevant educational choices and plans for their premedical education. Special summer academic reinforcement and skills development programs are provided between the sophomore and junior years.

Admissions. The Committee on Admissions of the College of Medicine is composed of basic science and clinical faculty members, junior and senior medical students, community practitioners and an at-large health consumer.

Academic Aid Programs. The Office of Education provides all students of the College of Medicine with assistance in achieving their educational goals and in adjusting to the special demands of medical education. The following programs are available to students: 1) individual and group counseling; 2) educational resources, i.e., examination files, class notes, texts review materials, and handouts; 3) preparation for national licensure examinations; 4) tutorial service; 5) Prematriculation Program; and 6) specialized support services as required.

Summer Program. The Prematriculation Program is open to approximately 30 students who may desire an early orientation to the College and to the community. Time is provided for gaining familiarity with the curriculum, developing notetaking and study skills and meeting classmates.

Student Financial Assistance. Application fees are automatically waived for candidates to whom AMCAS grants fee waivers, or if a special request is made for a fee waiver. The College of Medicine works closely with students to establish a reasonable financial budget and to provide financial assistance within the resources available.

University of Louisville School of Medicine

Address inquiries to
Michael E. Byrne
Director, Special Programs
Office of the Dean
School of Medicine
University of Louisville
Louisville, Kentucky 40292
(502) 588-7159

Recruitment. The University of Louisville provides health career information and counseling to Kentucky high school and college students. A concerted effort is made to identify and follow up with minority and other disadvantaged groups to insure that these students have an opportunity to consider and prepare for a medical career.

The University of Louisville Health Careers Programs staff identify students while they are in high school or college and encourage them to participate in special summer preparatory programs to strengthen their academic skills. Seminars, career days, visits with medical students, basic science faculty and physicians, and tours of the medical school's teaching facilities are scheduled throughout the year.

The Student National Medical Association (SNMA) also assists in the identification and recruitment of minority students.

Admissions. The School of Medicine does not have a separate admissions committee for screening minority applicants. Minority representatives serve as members of the regular admissions committee. The admissions committee emphasizes grade point average, MCAT scores and interview ratings. The committee gives special consideration to minority applicants, particularly Kentucky residents.

Minority applicants are encouraged to contact the school directly as soon as they have submitted their application.

The Medical Education Development Program (MED) provides an opportunity for selected students to demonstrate competence and readiness for medical school through a one-year, individualized course of study. Participants take two regular medical school courses. Upon successful completion, students are considered for admission into the upcoming first year class.

Academic Aid Programs. Minority students are provided retention services to assist them in achieving their educational and career goals. These activities include 1) a five week prematriculation workshop prior to entry into medical school, 2) assistance with relocation, housing, and financial aid, 3) individual counseling and faculty-student resident interaction, 4) a tutorial program, 5) assistance in preparation for the National Boards, 6) educational resource material, 7) and other individualized support as needed.

Student Financial Assistance. The University of Louisville School of Medicine waives the application fee for disadvantaged minority students. Financial assistance for interview trips cannot be provided. The university offers scholarships for minority students with strong academic credentials. Based on available resources, the School of Medicine makes a concerted effort to assist students in meeting their financial needs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	279	146/133	1.1	8	6/2	.0	65	48/17	1.5	11	7/4	.0
Accepted	23	8/15	8.7	2	1/1	.0	12	9/3	8.3	2	1/1	.0
Matriculated	4	1/3	.0	0	0/0	.0	5	3/2	.0	1	1/0	.0
Enrolled												
First-Year	10	3/7	.0	1	0/1	.0	7	4/3	.0	1	1/0	.0
All Years	39	18/21	2.6	3	2/1	.0	23	16/7	8.7	5	4/1	20.0
1988-89												
Applied	259	131/128	1.5	11	6/5	9.1	58	40/18	1.7	13	7/6	.0
Accepted	29	15/14	3.4	3	3/0	.0	14	9/5	7.1	4	3/1	.0
Matriculated	8	5/3	12.5	0	0/0	.0	6	5/1	16.7	1	1/0	.0
Enrolled												
First-Year	9	5/4	11.1	0	0/0	.0	9	7/2	11.1	1	1/0	.0
All Years	39	18/21	2.6	3	2/1	.0	23	16/7	8.7	5	4/1	20.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	14	7	12
American Indian	0	1	1
Mexican American/Chicano	7	6	5
Mainland Puerto Rican	1	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	23	12/11	30.4	8	5/3	25.0	13	8/5	7.7	5	5/0	40.0
Accepted	4	2/2	100.0	6	4/2	33.3	1	0/1	.0	2	2/0	100.0
Matriculated	2	1/1	100.0	1	0/1	.0	1	0/1	.0	2	2/0	100.0
Enrolled												
First-Year	3	1/2	100.0	1	0/1	.0	1	0/1	.0	2	2/0	100.0
All Years	13	7/6	61.5	4	3/1	25.0	8	5/3	25.0	6	—	66.7
1988–89												
Applied	29	17/12	34.5	8	4/4	12.5	14	8/6	14.3	3	1/2	33.3
Accepted	11	8/3	45.5	3	2/1	33.3	6	3/3	16.7	2	1/1	50.0
Matriculated	4	3/1	100.0	2	2/0	50.0	4	3/1	25.0	1	1/0	100.0
Enrolled												
First-Year	4	3/1	100.0	3	2/1	33.3	5	3/2	20.0	1	1/0	100.0
All Years	13	7/6	61.5	4	3/1	25.0	8	5/3	25.0	6	—	66.7

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	1	3	1
American Indian	2	0	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	27	11/16	14.8	5	3/2	.0	5	5/0	.0	5	3/2	20.0
Accepted	2	2/0	50.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	10	2/8	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	38	22/16	34.2	1	1/0	100.0	2	1/1	.0	1	0/1	.0
Accepted	6	3/3	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	10	2/8	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	4	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	36	17/19	19.4	1	0/1	.0	4	4/0	.0	2	2/0	50.0
Accepted	8	4/4	37.5	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Matriculated	5	2/3	60.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	5	2/3	60.0	0	0/0	.0	0	0/0	.0	1	0/0	100.0
All Years	17	6/11	69.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	45	19/26	42.2	2	2/0	50.0	3	1/2	.0	2	1/1	.0
Accepted	7	4/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	5	2/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	5	2/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	16	5/11	69.2	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	5	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Louisiana State University
School of Medicine in New Orleans

Address inquiries to
Dr. Edward G. Helm
Assistant Dean of Minority Affairs
Louisiana State University
School of Medicine
1901 Perdido Street
New Orleans, Louisiana 70112
(504) 568-8501

Recruitment. The LSU School of Medicine in New Orleans plays a very active role in the recruitment of minority students. The Office of Minority Affairs coordinates recruitment primarily at the college level; however, recruitment efforts have been expanded to include high school students since 1985. A workshop on recruitment and retention is held annually. Invitations are extended to all college pre-med students to attend this all day workshop. The workshop consists of an overview of the curriculum, presentations by the faculty and administrators.

Our recruitment efforts encompass an integrated program of visits, lectures, films, tours, and actual assistance in completing applications.

Admissions. Although every consideration is given to each minority applicant, the School of Medicine has no special admissions policies or procedures for minority applicants.

The Assistant Dean of Minority Affairs is a voting member of the Admissions Committee and works closely with enrolled medical students, faculty, and administrators to provide every consideration for each minority applicant.

Academic Aid Programs. The School of Medicine has a tutorial program in the basic sciences, as well as in the clinical areas. These tutorial programs are available to all students. In addition, the Minority Affairs Staff provides course review sessions for the basic sciences and an academic review program for all minority students. Study-skills courses are available on a volunteer basis.

Summer Programs. There is a summer enrichment program for high school students. The purpose of the program is to provide academically talented science/math students an opportunity to interact with nationally renowned scientists from Louisiana State University Medical Center. Participation will further the student's knowledge of the sciences and provide experience in the research process in the sciences.

Minority Summer Prematriculation Program. The goal of the program is to provide accepted first year minority medical students with experiences that will facilitate academic, environmental, and emotional adjustment to medical school. It is intended that participation in this program will enable the student to begin medical school with greater ease and competency. The program will consist of lectures and lab experiences in histology, biochemistry, physiology, and gross anatomy. In addition, note-taking and test-taking skills, memorization and time management are also offered.

Student Financial Assistance. LSU has a full program of financial assistance, including scholarship and loan funds, as well as work-study programs. Students accepted at LSU can receive necessary assistance without any undue hardship.

Presently, there are 10 full scholarships available to entering black freshmen students. The applicant is advised to be aggressive in making his/her financial need known to medical school officials.

Louisiana State University School of Medicine in Shreveport

Address inquiries to
Dr. Mildred Scott
Coordinator
Louisiana State University
School of Medicine in Shreveport
P.O. Box 33932
Shreveport, Louisiana 71130
(318) 674-5034

Recruitment. The Assistant Dean for Student Admissions visits college campuses in Louisiana each year, including the four predominantly black schools in the state. At that time programs, special scholarships and support systems are discussed, as are cultural aspects of the Shreveport community. Visits to high schools are made as requested.

Black students and faculty participate in both the interview experience and recruiting process.

Admissions. The School of Medicine in Shreveport is an AMCAS school, and all applicants must apply through that agency. All applicants completing the AMCAS process are sent a brief secondary application particular to this school.

There are no special admissions procedures at the Medical School in Shreveport. However, scholastic and interview data for minority applicants are evaluated with special emphasis on non-cognitive factors.

The Admissions Committee is composed of basic and clinical science faculty as well as physicians from the community. Blacks and other minorities are represented on the committee.

Academic Aid Programs. The School of Medicine in Shreveport has a peer tutoring program for students experiencing academic difficulty. Academic progress of all students is followed closely throughout the year by the Student Promotions Committee, which works closely with the Assistant Dean for Student Affairs. Academic counseling is coordinated through his office and the Coordinator of Minority Affairs.

A mentor program in which each student is assigned to a physician mentor has been successful as well. When possible, minority students are matched with minority physicians, thus providing a second independent route into the academic support process.

Student Financial Assistance. All black students receive scholarships that pay full tuition and fees and provide approximately $2,500.00 toward living expenses. These are in addition to the traditional need based forms of financial aid. Moreover, many scholarships of $3,000.00 are awarded each year to deserving students based on merit; these are available to all students. Lastly, there is an emergency loan program funded by faculty donations.

Other Pertinent Information. Current practices and policies strongly favor admission of Louisiana residents over out-of-state applicants regardless of minority status. Still all minority students are encouraged to apply.

Applicants who are granted a fee waiver from AMCAS can request waiver of the $30.00 fee that normally must accompany the secondary application filed directly with the School of Medicine in Shreveport.

Tulane University School of Medicine

Address inquiries to
Dr. A. Cherrie Epps
Associate Dean for Student Services
Professor of Medicine
Director, Medical Education Reinforement
and Enrichment Program
Tulane University
School of Medicine
1430 Tulane Avenue
New Orleans, Louisiana 70112
(504) 588-5327

Recruitment. Tulane's Medical Education Reinforcement and Enrichment Program has been expressly designed to identify, recruit, admit, retain, and graduate minorities and/or disadvantaged students both at the premedical and medical levels. Although the target geographic regions for our recruitment program are the Southeastern and Southwestern regions of the United States, we welcome applications from students from all states. Our faculty, staff members, students, and administrators visit colleges in the target regions to meet and counsel undergraduate students and their advisors. Information is disseminated about aspects of medical education in general and specifically about Tulan's programs.

Admissions. Tulane does not have a separate minority student admission committee. The Admissions Committee presently consists of four minority representatives (1 student and 3 faculty) out of a possible 20 members. All applications are reviewed in a uniform manner with the intent of the Committee being to admit the best class possible in light of the goals and policies of the School of Medicine.

Academic Aid Programs. The Prematriculation Reinforcement-Introduction in Medical Education (PRIME) Progam is a newly designed, generally voluntary, summer program offered to incoming freshman medical students to introduce and familiarize them with the Tulane Univeristy School of Medicine's community and educational offerings. The PRIME program offers an opportunity to enrich and enhance basic prerequisite knowledge and to survey, first hand, abbreviated segments of the first year basic curriculum and other medical life experiences and expectations. The Program is designed to ease the student's transition into medical school. PRIME is a 6-week program which requires completion of the official PRIME application to be considered for participation.

The retention programs provide personalized educational assistance during the regular academic year as well as during the summer months. The Academic Year Tutorial Program provides tutorial assistance in the areas of anatomy, biochemistry, physiology, microbiology, pharmacology, pathology, and to some extent, physical diagnosis and laboratory medicine. Tutoring is provided by medical or graduate studets as well as junior faculty. The Summer Directed Study Program consist of regularly scheduled supervised study periods augmented by lectures. This program's essential purpose is to provide accepted students in academic difficulty with a formal session of concentrated reviews and study accompanied by individual tutorial assistance. After participation and upon completion of the Summer Directed Study, the participating student takes a re-examination in the area(s) of academic difficulty for a conditional grade(s). In addition to the above, a Note Service is provided all students of the entering first and second year classes and serves as a supplement to information received during core course lectures. Further, Study and Test Taking Skills Workshops are offered periodically during the academic year follow-up by a small group and individualized assistance by a learning skills specialist. Finally, a Computer Assisted Instruction is utilized by our students and residents as an intervention approach in the preparation for licensure examination. Other Support Services, personal, financial and career counseling is available to medical, college and high school students throughout the calendar year. Also, a Student Guide for Medical School Life at Tulane is published and distributed to all interviewees and incoming students as well as an entering class Buddy System to facilitate environmental and geographic transition.

Summer Programs. Tulane's Summer Reinforcement and Enrichment Program is primarily a motivational program for undergraduate premedical students. Many of the minority students who have enrolled at the Tulane School of Medicine have participated in the summer program. Summer program participants are given an introduction to the medical school curriculum, assigned to assist faculty members as research assistants, given review sessions for the MCAT, and participate in seminars and lecture demonstrations. Clinical exposure is also an integral part of the program. Faculty members for this program represent most of the New Orleans area colleges and universities, including Loyola, Dillard, Southern, Xavier, University of New Orleans, and Tulane Universities.

Student Financial Assistance. Some application fee waivers and no provision for help for interview trips is available. We do, however, provide interviewers in various geographic areas.

Tulane offers limited financial assistance to qualified students through scholarships, long-term loans, emergency loans, and a plan for deferred payment of tuition. Financial aid, whether scholarship or loan, is awarded only to students with demonstrable need. All school of Medicine scholarships are administered by the financial aid committee and are awarded in accordance with the stipulations of the donors. All applicants are automatically considered for any scholarship for which they are eligible. Inquiries concerning financial aid should be directed to the Chairman of Financial Aid Committee, Tulane Medical School, New Orleans, LA 70112.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	106	49/57	63.2	2	1/1	50.0	3	2/1	33.3	2	2/0	50.0
Accepted	22	9/13	100.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Matriculated	12	5/7	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	16	7/9	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	31	13/18	100.0	2	1/1	100.0	2	0/2	100.0	4	0/1	100.0
1988–89												
Applied	85	38/47	64.7	5	3/2	40.0	7	4/3	42.9	4	3/1	100.0
Accepted	16	8/8	100.0	2	1/1	100.0	2	1/1	100.0	2	1/1	100.0
Matriculated	8	4/4	100.0	2	1/1	100.0	1	0/1	100.0	2	1/1	100.0
Enrolled												
First-Year	12	6/6	100.0	2	1/1	100.0	1	0/1	100.0	2	0/1	100.0
All Years	31	13/18	100.0	2	1/1	100.0	2	0/2	100.0	4	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	16	3
American Indian	1	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	56	28/28	78.6	1	1/0	100.0	4	2/2	25.0	1	1/0	100.0
Accepted	15	6/9	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	5	3/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	4/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	18	9/9	100.0	0	0/0	.0	1	0/1	100.0	1	0/1	100.0
1988-89												
Applied	48	20/28	77.1	5	3/2	40.0	4	1/3	50.0	3	2/1	100.0
Accepted	17	8/9	100.0	2	1/1	100.0	0	0/0	.0	1	1/0	100.0
Matriculated	8	3/5	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	10	4/6	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	18	9/9	100.0	0	0/0	.0	1	0/1	100.0	1	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	2	6	4
American Indian	1	0	0
Mexican American/Chicano	~~0~~	1	1
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	410	194/216	14.4	16	11/5	6.3	83	59/24	1.2	32	17/15	3.1
Accepted	26	12/14	60.0	2	1/1	.0	6	5/1	16.7	4	2/2	25.0
Matriculated	4	2/2	75.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
Enrolled												
First-Year	8	3/5	62.5	0	0/0	.0	1	0/1	100.0	1	0/1	.0
All Years	44	21/23	55.0	1	1/0	.0	1	0/1	100.0	2	1/1	.0
1988–89												
Applied	373	141/232	13.6	18	10/8	11.8	62	38/24	1.6	24	14/10	4.2
Accepted	21	9/12	57.1	1	0/1	.0	4	3/1	.0	3	2/1	33.3
Matriculated	4	2/2	75.0	1	0/1	.0	0	0/0	.0	1	0/1	.0
Enrolled												
First-Year	4	2/2	75.0	1	0/1	.0	0	0/0	.0	1	0/1	.0
All Years	38	17/21	61.0	1	0/1	.0	2	1/1	50.0	2	1/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	10	12	8
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	1

The Johns Hopkins University School of Medicine

Address inquiries to
Dr. Roland Smoot
Assistant Dean of Student Affairs
The Johns Hopkins University
School of Medicine
Administration Building 115
720 Rutland Avenue
Baltimore, Maryland 21205
(301) 955-3416

Recruitment. The Johns Hopkins University School of Medicine is committed to enrolling and educating individuals from disadvantaged groups. Minority faculty and students participate in all admissions and recruitment activities. Representatives of the admissions committee, faculty, student body and the assistant Dean for student affairs visit colleges throughout the country providing premedical advisors and minority students with information about educational opportunities available at the Johns Hopkins Medical Institutions. Minority faculty members knowledgeable in the admissions process send direct mailings encouraging applications to Johns Hopkins and frequently provide informal counseling for the premedical students identified by this process. Tours of the medical school and hospital facilities are provided for all applicants selected for interview, and similar visitations are made available upon request to minority student groups interested in medical careers.

Special recruitment events include seminar-workshops on health problems of disadvantaged groups where prospective students meet and study with minority faculty and community physicians who are addressing these issues in the greater Baltimore area. In addition, many minority students attending Johns Hopkins participate in community youth activities and visit high schools with large minority enrollments to provide role models encouraging disadvantaged youth to pursue professional careers in medicine.

Admissions. Minority students are considered on an equal basis with other candidates. There are no state residency requirements, and the Committee on Admission welcomes applications from minority students in all sections of the country. The B.A. degree or equivalent must be received prior to matriculation. All students are encouraged to complete studies of liberal arts or sciences consistent with their undergraduate major. Several assured admission/delayed matriculation options are available for college juniors and seniors in the Johns Hopkins Flexible Medical Admissions Program which may be of interest to minority students seeking to broaden their educational opportunities.

Selection factors include: proven academic competence in college courses; strong personal qualities; demonstrated leadership, creative abilities and humanistic concerns with evidence of community service, and supporting recommendations provided by premedical advisors or faculty members.

The Medical College Admission Test (MCAT) is not required. Applicants should submit scores of a single Scholastic Aptitude Test (SAT), Graduate Record Examination (GRE), or American College Test (ACT) completed previously in their education. MCAT scores may be substituted for this requirement by applicants who have never taken the above tests or by applicants who feel that their testing skills are best represented by the MCAT.

Academic Aid Programs. After matriculation, tutorial assistance is available to all students exhibiting difficulty as well as those who request help. This is individualized and structured in such a manner as to meet the particular needs or deficiency of the students.

All matriculants in the School of Medicine are assigned a student advisor as well as a faculty advisor upon admission to the School of Medicine. An immediate relationship is established with both advisors.

Student Financial Assistance. Minority and disadvantaged students are able to seek financial aid. Such aid is only given on a need basis. Scholarships are provided after the student has borrowed the unit loan, a figure set yearly which is the mandatory amount a student must borrow in the year before becoming eligible for scholarship monies. Given the unit loan, all of the students' financial need for a given year can then be made up in scholarship dollars. This is a process which is available to every student in financial need.

The application fee can be waived in the cases of financial need, if a letter from the Dean of Pre-med Advisor is sent to certify the applicants' inability to pay the fee.

University of Maryland School of Medicine

Address inquiries to
Ms. Hermione M. Hicks
Recruitment Coordinator
Committee on Admissions
655 W. Baltimore Street
Baltimore, Maryland 21202

Recruitment. The University of Maryland School of Medicine sponsors a number of undergraduate and high school programs which are designed to encourage, prepare and facilitate the entry of minority students into the field of medicine. These include, visits to undergraduate colleges and universities, seminars and workshops at the School of Medicine, and summer programs. A major focus of our recruitment effort is to provide information on admissions requirements, the admissions process, undergraduate preparation for medicine and educational opportunities at the University of Maryland School of Medicine which includes the M.D./Ph.D. Program.

Applicants and prospective applicants have an opportunity to interact with admisions personnel who will provide relevant information about the school. All applicants are greeted by the staff and on the day of interview, interaction with current medical students, lunch and a tour are available.

Accepted minority applicants have been invited to return to the School of Medicine to participate in a Minority Recruitment Weekend activity sponsored by the school during late March or early April. This activity provides applicants with a "second look" at our school. They will have an opportunity to interact with all of the above individuals as well as faculty, administrators, alumni, and significant community leaders to get a review of the curriculum, support services and student life.

Admissions. The University of Maryland School of Medicine participates in AMCAS (American Medical College Application Service). Minority students from all states are encouraged to apply. The admissions procedure for minority students are the same as those for all applicants. Among the selection factors emphasized by the Admissions Committee are: Undergraduate or graduate GPA, MCAT scores, application essay and personal characteristics of the applicant including work or research experience. The interview, letters of recommendation and the applicant's life experiences help us to evaluate the subjective qualities.

Minority recruitment staff are available in the Office of Admissions to facilitate the processing of applications from minority students.

Academic Aid Programs. Extensive retention services are provided for all students through the Academic Development Office and the Office of Student Affairs. Services provided include tutorials, academic monitoring, personal, academic, career and financial counseling, interaction with faculty through the advisory system, and skills development workshops. Because of our emphasis on recruiting and graduating increased numbers of minority students, a number of retention activities are developed for minority medical students such as a Prematriculation Summer Program.

Our emphasis is on providing personalized services relative to the needs of each individual student.

Summer Programs. A prematriculation Summer Program (PSP) is offered to all minority students who are scheduled to matriculate at the University of Maryland School of Medicine. PSP provides an academic orientation to the medical curriculum. It provides a review of learning skills and simulates the first semester schedule. Prematriculants may also participate in the Short-Term Research Training Program which provides supervised full-time research experiences. This program is also available to students at any level during the four year curriculum. Both programs provide participants with a stipend, supervision and support from both the faculty and administration.

Student Financial Assistance. A variety of university, state, and federally funded programs provide financial aid to needy students. In additionn, some funds are specifically provided to aid minority students. Students are encouraged to apply for financial aid as soon as applications become available. This is during the latter part of December to mid-January. Priority processing of financial aid applications are done for those received prior to February 15th.

Detailed information on programs and application procedures can be obtained by contacting the Student Financial Aid Office, 621 W. Lombard Street, Baltimore, Maryland 21201 or by calling (301) 328-7347.

Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine

Address inquiries to
Peter J. Stavish
Director of Admissions/Registrar
Uniformed Services University of the Health Sciences
F. Edward Hébert School of Medicine
4301 Jones Bridge Road
Bethesda, Maryland 20814-4799
(301) 295-3101

Recruitment. The Uniformed Services University of the Health Sciences was founded to educate health care professionals for careers in the Uniformed Services of the Federal government. Being a national resource, the School of Medicine engages in comprehensive, country-wide selections. It regularly sends descriptive materials to all of the undergraduate colleges throughout the United States to make as many individuals as possible aware of its existence and purposes. Recipients of this literature include all college presidents, all librarians, and all chief premedical advisors. Officials of the School, both faculty and staff, also visit undergraduate colleges to meet with potential applicants and advisors. Schools having a predominantly minority enrollment are among the institutions visited. An affirmative action and equal opportunity employer, the School of Medicine works closely with professional organizations, private groups and Federal agencies whose objective is to promote equal advantages of minorities and underprivileged groups. Contact with minority premedical organiza tions and societies is desired, and arrangements can be made upon request to either have these groups visit the School or have representatives of the School meet with them on their campuses. The School seeks to identify and encourage applicants from groups which are underrepresented in medicine, *as defined by the Department of Defense.* These categories include U.S. citizens who are women, Black Americans, American Indians/Alaskan Natives, Asian or Pacific Islanders, Mexican Americans, other Hispanics, and Puerto Ricans. Students are selected through: ROTC, fraternities and sororities, Med-MAR, follow-up of minority applications, data maintenance, and follow-up of selected applicants extended offers.

Admissions. Members of the Committee on Admissions have attended workshops designed to sensitize them to special issues in the consideration of minority and disadvantaged candidates. There are no special procedures for consideration of minority candidates; however, the Committee on Admissions considers the disadvantages and obstacles candidates have faced when it assessed their achievements. While there is minority and female representation on the Committee on Admissions, these members have been appointed as part of their normal faculty duties, with no special requirement to act as spokespersons for any particular group of applicants.

Academic Aid Programs. At the present time, all remedial work is offered on an individual basis.

Summer Programs. Since the School of Medicine is in session for 48 weeks of the year, no special summer programs can be offered after matriculation.

Student Financial Assistance. There are no fees or tuition at the School of Medicine. Students are Reserve Commissioned Officers on active duty in pay grade 0-1 (second lieutenant in the Army or Air Force, ensign in the Navy, or junior assistant in the Public Health Service), and receive the full pay and allowances of that rank. This currently amounts to a salary of approximately $20,000 per year for a student with no prior military service and no dependents.

The program of the School of Medicine is specifically designed for individuals who are motivated for careers in the Medical Corps of the Armed Forces or the Public Health Service.

Graduates of the program will serve on active duty in one of the Uniformed Services for a minimum of seven years following completion of the doctor of medicine degree, with time spent in internship and residency programs not being creditable toward this obligation.

There are no fees for application to the School of Medicine, other than the normal AMCAS charges.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	180	77/103	17.2	7	4/3	.0	24	14/10	.0	22	13/9	.0
Accepted	21	14/7	19.0	1	1/0	.0	0	0/0	.0	1	0/1	.0
Matriculated	8	5/3	12.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	11	7/4	9.1	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	48	30/18	12.5	0	0/0	.0	2	1/1	.0	0	0/0	.0
1988-89												
Applied	175	73/102	12.0	9	6/3	.0	21	10/11	.0	20	9/11	.0
Accepted	22	13/9	13.6	0	0/0	.0	2	2/0	.0	0	0/0	.0
Matriculated	11	5.6	9.1	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	11	5/6	9.1	0	0/0	.0	1	1/0	.0	0	0/0	.0
All Years	48	30/18	12.5	0	0/0	.0	2	1/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	9	11	8
American Indian	0	1	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	288	114/174	34.7	8	7/1	12.5	13	7/6	7.7	19	12/7	10.5
Accepted	33	14/19	66.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	8	4/4	87.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	14	8/6	92.9	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	60	26/34	80.0	0	0/0	.0	1	1/0	100.0	1	0/0	.0
1988–89												
Applied	278	122/156	28.8	6	5/1	.0	20	14/6	.0	16	12/4	6.3
Accepted	36	16/20	44.4	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	16	8/8	81.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	16	8/8	81.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	60	26/34	80.0	0	0/0	.0	1	1/0	100.0	1	0/0	.0

Source: AMMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	18	11
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	105	59/46	16.2	6	6/0	.0	28	16/12	3.6	9	7/2	11.1
Accepted	9	7/2	.0	1	1/0	.0	3	2/1	.0	2	1/1	.0
Matriculated	7	6/1	.0	0	0/0	.0	1	0/1	.0	2	1/1	.0
Enrolled												
First-Year	8	7/1	.0	0	0/0	.0	1	0/1	.0	3	0/1	.0
All Years	22	17/5	9.1	2	2/0	.0	6	5/1	.0	3	0/1	.0
1988–89												
Applied	83	38/45	19.3	7	5/2	.0	12	7/5	.0	9	8/1	.0
Accepted	5	3/2	.0	0	0/0	.0	0	0/0	.0	1	1/0	.0
Matriculated	4	3/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	5	4/1	.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
All Years	22	17/5	9.1	2	2/0	.0	6	5/1	.0	3	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	2	3
American Indian	0	0	1
Mexican American/Chicano	2	2	2
Mainland Puerto Rican	0	0	0

Boston University School of Medicine

Address inquiries to
Mrs. Phyllis J. Stevens
Director
Office of Minority Affairs
Boston University
School of Medicine
80 East Concord Street
Boston, Massachusetts 02118
(617) 638-6056

Recruitment. The Boston University School of Medicine (BUSM), is committed to the recruitment, admission and retention of minority students. The Office of Minority Affairs (OMA) recruits nationwide for applicants to B.U.S.M. Our recruitment program involves visiting undergraduate schools to speak to individuals and groups, as well as summer premedical programs to interview prospective applicants. As a result of our recruitment efforts, BUSM has maintained a 12-15% enrollment of minority students.

Admissions. We have no special Admissions Committee for minority students. The Office of Minority Affairs participates actively in the processing and screening of applications from minority students. The Assistant Dean is an active member of the Admissions Committee, participating in the medical school interviews and the selection process. Candidates for admission to B.U.S.M. should apply to the American Medical Application Service (AMCAS), 1776 Massachusetts Ave. NW, Washington, D.C. 20036.

Academic Aid. All students receive group or individual tutorial assistance as the need arises. Academic counseling is offered by the OMA staff and the Assistant Dean. In addition, each first-year student is assigned a faculty advisor. Various seminars are conducted by OMA in assisting students to: 1) develop their clinical acumen and interperson relationships, 2) be exposed to faculty role models, and 3) select appropriate house officer training programs.

Summer Programs. Prior to entering medical school, minority students accepted by B.U.S.M. are invited to participate in a summer program. The Pre-entrance Program is a six-week academic enrichment program for minority students accepted by B.U.S.M. While participation is voluntary, the OMA strongly encourages the incoming minority students to enroll in this summer program. Instruction is given by first-year medical school faculty in gross anatomy, histology, and biochemistry. There is also an intensive integrated instruction in study skills and testing. The program is designed to facilitate the transition from college to medical school.

Postbaccalaureate Health Careers Opportunity Program. The Boston University School of Medicine is offering a Postbaccalaureate Health Careers Opportunity Program for ten minority and/or economically disadvantaged students (Black, Mexican-American, Native-American and Mainland Puerto Rican) who have received or will receive an undergraduate degree and were unsuccessful in their attempt to gain admission into medical school. The purpose of the postbaccalaureate program is to strengthen the academic abilities and enhance the personal development of the participants. Through participation in the program, the students will develop the academic ability, written and verbal communication skills and the necessary inter-personal attributes to have a successful application to medical school and become a physician.

Student Financial Assistance. Application fees are waived upon request when proof of need is submitted. The Office of Student Financial Management actively works with students in identifying sources of direct grants, loans and service commitment programs.

Harvard Medical School

Address inquiries to
Dr. Alvin F. Poussaint
Associate Dean of Student Affairs
Jamela Franklin Kenea
Associate Director
Office of Recruitment and Retention
Harvard Medical School
25 Shattuck Street
Boston, Massachusetts 02115
(617) 432-1572

Recruitment. Harvard has a number of programs that are geared toward increasing the number of minorities in the health fields. The Harvard Medical School employs a full-time administrator who coordinates the recruitment of minority group students through a summer mailing to students registered on the Med-MAR list published by the AAMC. Regional recruitment trips to college campuses are conducted by minority medical students in the spring. Prospective applicants are invited to visit the Medical School, browse through Countway Medical Library, have lunch at Vanderbilt Hall, and talk with medical students and administrators anytime they are in the Boston area.

Admissions. Although minority group students are admitted through the regular admissions process, the subcommittee which screens and evaluates these applicants is represented by both faculty and students from different minority groups. The factors which we emphasize in the selection of applicants are academic strength, community commitment and leadership ability.

Academic Aid Programs. Among the academic supportive services provided are: tutorials for basic science courses; academic and personal counseling; and review materials and sessions for the National Boards. There are no special academic programs or tracks for minority students. All Harvard students go through the regular program.

Summer Programs. The Office of Recruitment and Retention sponsors an eight week Pre-Matriculation Summer Program for eight to ten minority and/or economically disadvantaged students admitted to Harvard's Medical and Dental Schools. The Summer Program is a primary effort at Harvard Medical School directed toward developing faculty from entering minority students. It provides a vital service by fostering student interest in academic medicine and providing a mechanism for minority students and faculty to exchange ideas and interests. Financial assistance (awarded according to need) is available to defray the cost of tuition, room and board, books, fees and one-way transportation to Boston. Participants also receive a stipend for personal expenses.

The program participants are assigned to basic science research projects in laboratories of faculty at Harvard Medical School, its affiliate hospitals and the Massachusetts Institute of Technology. The laboratory assignments are full time for a period of eight weeks.

Harvard also has a summer program for individuals preparing for health careers. The Health Professions Program (H.P.P.) of the Harvard Summer School is a preparatory pre-professional training and enrichment program for individuals who are members of ethnic minority groups or come from economically disadvantaged backgrounds. The objective of the H.P.P. is to provide each student with an individualized program of academic study, pre-professional exposure and skills enrichment. This is accomplished through activities including course and laboratory work, clinical exposure, personal counseling, career advising, exposure to medical professionals and educators designed to meet the academic needs of each student accepted into the program.

Individuals from the aforementioned groups who are interested in: medicine, dentistry, osteopathy, optometry, public health (doctoral level) and veterinary medicine are invited to apply. For more nformation con tact: Health Professions Program, Harvard University, 15 Story Street, Cambridge, MA 02138 or call (617) 495-2954.

Student Financial Assistance. Harvard honors requests for application fee waivers, but stipulates that a letter from the financial aid office of the undergraduate or graduate institution be sent to the Office of Admissions affirming the student's financial situation. A copy of an approved AMCAS fee waiver will also be accepted.

Harvard Medical School uses a needs analysis system (GAPSFAS) to determine student's eligibility for financial aid. Since all Harvard financial aid is awarded according to need, the student's economic situation rather than his/her minority status governs the financial aid award. Harvard has no special funds earmarked for minority students.

University of Massachusetts Medical School (UMMS)

Address inquiries to:
Dr. Deborah Harmon Hines
Associate Dean for Minority
& Community Academic Affairs
55 Lake Avenue North
Worcester, MA 01655
508/856-2444 or 508/856-5541

Recruitment. The Office of Minority and Community Affairs (MCAA) of the University of Massachusetts Medical School (UMMS) has as one of its responsibilities the expansion of the applicant pool of underrepresented minority and economically disadvantaged students for the University. The office has an extensive outreach program into these communities in Massachusetts. Monthly, high school and college students are invited on campus to Open Houses where health career opportunities are discussed with them. Particular attention is given to advising students of the academic preparation needed for admissions into various health career training programs. The staff of the Office of MCAA visit Massachusetts high schools to identify potential students. The Office had begun regional recruitment visits for college students at thirteen sites within the Commonwealth and three additional sites outside the state. Minority and economically disadvantaged students identified from all of these sources are tracked through a Special Data Base, encouraged and counseled as they prepare for careers in medicine and related areas. Individual counseling for college students is available upon request throughout their college years and as they prepare their applications for medical school.

Premedical advisors from many schools in the New England area are invited to the School for a program about UMMS and its admissions policies, including information for potential minority group applicants. Faculty members also visit colleges in the area to talk to premedical students and their advisors. Premedical students are welcome to visit the University of Massachusetts Medical Center. Visits with our minority medical students can be arranged with advanced notice.

Minority group students who are legal residents of Massachusetts are invited to submit an application UMMS. Selected applicants are invited for interviews with members of the Committee on Admissions. Enrolled students conduct tours and answer questions for applicants.

Admissions. UMMS accepts legal Massachusetts residents only. The residency requirement for admission is set by the Massachusetts Legislature on an annual basis. Potential applicants are advised to call the Admissions Office to find out the length of time required to establish residency for admission to the Medical School.

Applications for admissions to UMMS must be made through the American Medical College Application Service (AMCAS). A single Committee on Admissions reviews all applications and selects the class, including minority students.

Academic Aid Programs. Tutorial assistance is available to all students having academic difficulty during the basic sciences years. Students having academic difficulty are referred to the Assistant Dean of Academic Support for a diagnosis of the problem(s) and specific recommendations for amelioration. Students may request placement in the Extended Program for personal or family reasons (eg. birth or illness of a child), professional reasons (eg. take to do research in a laboratory), or for reasons of academic difficulty which reduces their course load.

Summer Programs. A Summer Enrichment Program (SEP) is available for college students at the sophomore level and above. A group of students is selected to come to UMMS to participate in a four week academic program in June of each year. The objectives of the program are: to motivate these students to actively pursue a medical career; to recruit minority and economically disadvantaged premedical students to the UMMC; to familiarize students with the medical school environment and the admissions process; to strengthen study skills and performance on the MCAT examination. Students are provided with a reasonable stipend and free housing at a hearby college campus facility. The application deadline is March 1st and acceptance letters are mailed on April 15th.

UMMS also sponsors a **High School Health Careers Summer Program (HSHCP).** It brings sophomore and junior high school students to a five week on-campus academic program beginning the first week in July extending through the first week of August. Students receive instruction in biology, chemistry, mathematics, communication skills (reading, writing, public speaking, etc.) study and career skills. The application deadline is April 1st and acceptance letters are mailed on May 15th.

Students who have been accepted early enough in the admissions process are able to do research in faculty laboratories the summer before matriculation. While in such placements, students earn a salary, gain experience, and may, if they choose, take advantage of academic skills seminar and other services available during the summer.

Student Financial Assistance. UMMS automatically waives the application fee for students who have received a fee waiver from AMCAS. Additionally, the school honors written requests for application fee waivers. All students may apply to the Massachusetts Board of Higher Education for scholarship grants. Each year, the Medical School receives a variable sum of money from the state to award scholarship grants. Various loans are also available. This money, along with restricted money form other sources, is awarded solely on the basis of the comparative need of all students seeking aid. In addition, students who are "exceptionally financially needy" according to government guidelines have this status taken into account as their ratio of loan to scholarship is determined.

The Massachusetts Legislature has required the University Board of Trustees to enter a learning contract with each student accepted for admission who wishes to do so. The learning contract makes available a loan for up to two-thirds of the total cost of tuition. Under the learning contract, each student agrees to either provide service in the Commonwealth of Massachusetts or repay a stipulated amount of money per year of study.

Other Pertinent Information. It may be of special interest that while the School offers a medical curriculum designed to prepare students for any career within medicine, UMMS has a special commitment to primary care specialties, including family practice, internal medicine, and pediatrics.

There is an active minority student group comprised of African Americans, African, Caribbean, Latinos, Native American and Asian students. UMMS recognizes the value of multicultural diversity with annual celebrations of Black History Month (February) and Latino Awareness Month (April) and by integrating multicultural issues, references and experiences throughout the curriculum.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	266	115/151	8.3	16	10/6	6.3	65	39/26	1.5	53	36/17	5.7
Accepted	43	13/30	11.6	1	0/1	.0	8	4/4	.0	8	6/2	12.5
Matriculated	7	4/3	14.3	1	0/1	.0	3	1/2	.0	3	3/0	.0
Enrolled												
First-Year	7	4/3	14.3	1	0/1	.0	3	1/2	.0	3	3/0	.0
All Years	48	25/23	10.4	4	1/3	.0	11	7/4	.0	8	7/1	12.5
1988-89												
Applied	237	104/133	8.0	19	12/7	15.8	80	49/31	1.3	37	19/18	8.1
Accepted	46	22/24	21.7	2	1/1	.0	7	6/1	.0	13	7/6	7.7
Matriculated	11	5/6	18.2	1	0/1	.0	2	2/0	.0	0	0/0	.0
Enrolled												
First-Year	11	5/6	18.2	1	0/1	.0	2	2/0	.0	0	0/0	.0
All Years	48	25/23	10.4	4	1/3	.0	11	7/4	.0	8	7/1	12.5

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	8	8	19
American Indian	1	0	1
Mexican American/Chicano	8	4	5
Mainland Puerto Rican	4	3	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	7	—	—	—	—	—	—	—	—
Accepted	—	—	0	—	—	—	—	—	0	—	—	0
Matriculated	—	—	0	—	—	—	—	—	0	—	—	0
Enrolled												
First-Year	14	—	—	1	—	0	6	—	0	1	—	0
All Years	57	—	—	4	—	0	23	—	0	10	—	0
1988–89												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	0	—	—	—	—	—	0	—	—	0
Matriculated	—	—	0	—	—	—	—	—	0	—	—	0
Enrolled												
First-Year	19	—	—	0	—	0	3	—	0	3	—	0
All Years	58	—	—	2	—	0	20	—	0	8	—	0

— Indicates data not available.

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	10	14	18
American Indian	0	1	1
Mexican American/Chicano	9	3	5
Mainland Puerto Rican	4	1	2

Tufts University School of Medicine

Address inquiries to
Mrs. Colleen L. Romain
Assistant for Minority Affairs
Tufts University
School of Medicine
136 Harrison Avenue
Boston, Massachusetts 02111
(617) 956-6576

Recruitment. Tufts University School of Medicine attracts students from all across the country. Approximately 51% of each class of 150 has been from the Northeastern U.S. The rest of the class is principally from the West and Southwest. Most recruitment occurs at the undergraduate schools. Contacts are made by faculty, staff, students and alumni through premedical organizations on individual campuses, as well as through national or regional student meetings, career day programs and by being in communication with summer and post baccalaureate program staff.

Admissions. Minority student applications are evaluated by members of the Admissions Committee, which includes minority faculty. The Committee is careful to evaluate the total person, including socioeconomic background, academic and extracurricular accomplishments and experience, as well as initiative, personal goals, and interests.

Academic Support Program. Throughout the academic years, tutorial aid in the form of individualized or group instruction by faculty, graduate students, and upperclassmen has been provided to students who request it. In addition, workshops on study skills and stress management are offered. Students organize their own board reviews with support of faculty and staff and arrange for a simulated or Practice Board exam during the month of March or April. Students are assigned both peer and faculty advisors. Workshops on specialty selection are made available to assist students in choosing a professional path. Carefully selected clinical faculty in each discipline work with third year students to choose appropriate fourth year courses and plan who the residency application.

The Curriculum. Because rapid demographic, biomedical, technical, and scientific change require that physicians confront new issues, practices, and information, Tufts initiated a new, integrated, cell to organism, interdisciplinary curricular model in 1985. The curriculum includes nonbiological sciences relevant to health and health care delivery. A Problem-based case study approach is closely coordinated with the material presented in each segment of the curriculum.

Opportunities to participate in Population Health, Primary Care and subspecialty clinical, as well as research settings, have also been accommodated in the regular curriculum.

MD/MPH. At Tufts it is possible to complete an M.D. and a Masters in Public Health within four years. The faculty have designed a challenging program for a very select group of students interested in examining the changes in population composition, the structure of health care delivery, or environmental, economic and social factors that shape health services delivery.

MD/PhD. The Sackler School of Graduate Biomedical Sciences in conjunction with the School of Medicine offers an MD/PhD degree program in biochemistry; pharmacology; cell, molecular, and developmental biology; cellular and molecular physiology; immunology, molecular biology and microbiology; and neuroscience. Degree requirements are designed to be completed in approximately seven years. The first two years include a modified first- and second-year medical school curriculum in which advanced graduate-level courses, research experience, and seminars supplement the standard curriculum. The following three to four years are devoted to graduate courses and individual research. The dissertation and the final two years are devoted to the clinical portion of the MD curriculum.

Summer Program. The Prematriculation Summer Program is a comprehensive introduction to courses which are encountered in the first year of Medical School. Courses include: Biochemistry; Histology, Immunology; Molecular Biology, Physiology. They are taught by faculty members who are closely involved with the teaching of these general medical school courses, by graduate students in each of the disciplines, and by medical students who have recently completed the courses. Seminars, run by upper-class students on such issues as medical economics and ethics, are also part of the curriculum. The program runs for four weeks prior to the beginning of the first year.

An introduction to the new Problem Based school curriculum, an explanation of Promotions and Evaluation Committee policies and procedures, as well as opportunities to meet with key staff (i.e. Deans, Financial Aid Counselors, the Registrar) are also incorporated into the program. Second year students work with the new enrollees to familiarize them with the school and its affiliated hospitals. The program also provides a comprehensive course in reading and comprehension of medical and test literature; test-taking techniques and time management.

High School Mentors Program. Along with the traditional recruitment programs by faculty, alumni and staff at the undergraduate level, Tufts focuses on the high school student. In 1988, Tufts University School of Medicine started the Minority High School Mentors Program. The Program's objectives are to motivate, guide and advise high school students from underrepresented backgrounds in the Health and Science Professions. The mentors are students in the Medical, Dental and Veterinary Schools. The program consists of presentations in regional areas during the academic year and a summer weekend experience on campus. Faculty, students and staff present career and financial planning for college along with workshops on the health fields, self-esteem, mock interviews and a special workshop for parents. A number of the high school students are given jobs provided by an N.I.H. grant in the research and clinical setting during the summer to further increase their knowledge of the health sciences.

Student Financial Assistance. The application fee may be waived upon receipt of documentation from AMCAS certifying that payment of the fee would constitute a financial burden. In certain cases, regional interviews may be scheduled.

Although scholarship resources are scarce, Tufts does offer some assistance. Applicants' academic ability, extracurricular activities, community service and past clinical involvement are considered in selecting students for scholarship and affiliated hospital Practicum Program participation.

Michigan State University
College of Human Medicine

Address inquiries to
Dr. Carrie B. Jackson
Director of Student Affairs
A234 Life Sciences
College of Human Medicine
Michigan State University
East Lansing, Michigan 48824-1317
(517) 353-7140

Recruitment. The College of Human Medicine has demonstrated a strong commitment to the recruitment and retention of applicants from populations currently underrepresented in today's medical profession. The following recruitment efforts are made to support this commitment. Visits are made to high schools, colleges, and universities in Michigan and the surrounding area. Workshops on preparing and applying for medical school are held for college students. Special contacts are made with premedical college advisors. Visits are made to minority premedical summer opportunity programs. Faculty participate in local, state, and national conferences to discuss our efforts to attract and retain minority students. Emphasis is placed on early discussion of potential careers in medicine.

Admissions. In keeping with the above mentioned goals, the Committee on Admissions seeks to admit a class that is not only academically competent but also representative of a wide spectrum of personalities, backgrounds, talents and motivations. The College does not have a separate review system for minority applicants but strongly encourages applications from students who have the desire and the aptitude to become physicians but have experienced unequal educational opportunities for social, cultural, or racial reasons. Minority and other non-traditional applicants have been very competitive, and the College has shown steadily increasing enrollment. In the past four years, the College of Human Medicine has had minority (Black, Spanish-speaking and Native American) enrollment of 17% of the entering class.

The requirements for admission are the MCAT, two years of college and the specific course requirements which are outlined in the AAMC Medical School Admission Requirements book. Academic major is not a critical factor for admission; a solid background in the arts, humanities, or social sciences will be as much value to the future doctor as strong preparations in the biosciences. Completion of a four-year undergraduate program is not required although the majority of all accepted students have a baccalaureate degree.

For information on Admissions contact: Ms. Tricia Butch, Director of Admissions, Office of Admissions, College of Human Medicine, A239 Life Sciences Building, East Lansing, MI 48823.

Academic Aid Programs. The Office of Student Affairs and the Office of Curricular Affairs offers several support programs and numerous resources for all students. All students receive academic advising to assists them in planning and scheduling the curriculum. Students are also assigned career mentors. The Office of Student Affairs provides free tutors for all required courses. A Learning and Study Skills Consultant offers assistance to any student who desires improving his/her reading, writing, test-taking and/or study skills.

In addition, the curriculum is divided into three phases. Phase I provides an introductory overview of medicine. Phase II emphasizes the basic biological and behavioral sciences as well as the development of problem solving skills. Phase III includes the clinical training. There is an alternative curriculum which provides an opportunity for students to decelerate or accelerate their progress in Phase II. Students are encouraged (with the help of the advisor) to develop a realistic curriculum schedule which takes into consideration their own learning style and educational experiences as well as the course demands of the College.

Summer Programs. The College of Human Medicine at Michigan State University sponsors two summer programs through a grant from the Health Careers Opportunity Program.

SEEK Program. The Science Education Enrichment and Knowledge (SEEK) Program offers an intensive eight week program of study designed to enhance the preparation of students from minority and economically disadvantaged backgrounds for admission to medical school. Participants receive formal instruction in biology, chemistry, physics, and problem-solving as well as individualized consultation in reading and learning skills development. Workshops and seminars on topics such as test-taking skills, study skills, time management, and stress management are also offered.

A student seeking admission to the SEEK Program must: 1) be a U.S. Citizen or national of the United States; 2) be from a minority or economically disadvantaged background; 3) have completed at least the sophomore year of college; 4) have taken at least six semester hours or nine term credits each of chemistry and biology, including labs; 5) have an interest in health-related careers; and 6) be recommended by someone who is familiar with the applicant's academic work (preferably a prehealth professions advisor).

Expenses related to room and board, and travel to and from the Program site are defrayed by the Program for all participants who are eligible for financial support. Applications must be obtained from: Wanda Lipscomb, Ph.D., Director of Prematriculation Programs, Michigan State University, College of Human Medicine, A-239 Life Science Building, East Lansing, Michigan 48824-1317.

SOAR Program. The Summer Orientation and Retention (SOAR) Program is a five week program designed to provide a "headstart" for newly admitted minority and disadvantaged medical students the summer prior to their enrollment. The SOAR Program consists of four components: basic science review, skills assessment and development, clinical exposure and enrichment, personal and academic counseling. Instructional activities include lectures, laboratories, seminars, small group sessions, field trips, and individualized conferences.

Expenses related to room and board, and travel to and from program site are defrayed by the program for all participants who are eligible for financial support. Inquiries related to the SOAR Program should be addressed to: Wanda Lipscomb, Ph.D., Director of Prematriculation Programs, Michigan State University, College of Human Medicine, A-239 Life Science Building, East Lansing, Michigan 48824-1317.

Post Baccalaureate Program. *Advanced Baccalaureate Learning Experience (ABLE) Program.* The ABLE Program is a three quarter academic year post-baccalaureate experience which is designed to improve the qualifications of students from underrepresented minority and other disadvantaged groups in order to facilitate their entry into medical school. The Program is designed to accommodate a maximum of ten (10) students. ABLE participants enroll as second baccalaureate degree students in the College of Natural Science, which makes them eligible for campus housing, student privileges and financial aid, provided they meet the required guidelines.

Admission to the ABLE Program is offered by the College of Human Medicine Committee on Admissions to certain individuals who apply to the College in the usual manner, i.e., through the American Medical College Application Service (AMCAS), work their way through the Admissions process to the Committee level, and are placed in the "Hold" category by the Committee. A special letter and brief follow-up application are sent to each ABLE candidate.

Students enroll in selected medical school basic science courses (maximum of two per quarter) which are offered by the College of Human Medicine (CHM). Passing medical school courses during this post baccalaureate year will allow ABLE students who are ultimately admitted to CHM an opportunity to waive a portion of their medical school courses once they begin medical school They also enroll in higher level undergraduate science courses offered by the College of Natural Science.

The ABLE program guarantees admission to the College of Human Medicine for those students who successfully complete the program. Criteria for successful completion are established and defined on an individual basis at the time of acceptance into the program.

For application information on the SEEK Program and for information on the SOAR AND ABLE Programs please address all requests to: Dr. Wanda D. Lipscomb, Director of Prematriculation Programs, College of Human Medicine, A-254 Life Sciences Building, Michigan State University, East Lansing, MI 48824-1317 (517) 353-5440.

Student Financial Assistance. The Michigan State University Office of Financial Aid has a staff of health professions advisors to counsel medical students and assist them in financial planning. There are some scholarship and grants available to minority students. The Michigan State University Urban Affairs Programs awards an Equal Opportunity Program Fellowship for four years of medical education. All scholarships and grants awarded at Michigan State University are made on the basis of demonstrated financial need. Workshops are conducted during prematriculation to encourage students to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to speak with a health professions counselor at the Office of Financial Aid or with the Director of Student Affairs.

The University of Michigan Medical School

Address inquiries to
Dr. Michael K. McLeod Assistant Dean for Student Affairs
Office for Student Affairs & Minority Affairs (OSAMA)
The University of Michigan Medical School
2703 Furstenberg 0611
Ann Arbor, Michigan 48109-0010
(313) 764-8185

Recruitment. The Medical School has maintained its long-standing commitment to recruit, retain, and graduate members of those minority groups which have been historically underrepresented in medicine. This has been accomplished with a number of programs that are coordinated through the Office of Student Affairs and Minority Affairs (OSAMA). These efforts begin at the junior high school level (see Summer Programs) and continue through the assistance in placement of graduating medical students.

The University has a seven-year premedical/medical integrated program (Inteflex) leading to baccalaureate and M.D. degrees, which actively recruits academically talented high school students. The School also has dual M.D./Ph.D. program, either through the Medical Scientist Training Program or individually arranged. Previous MARC participants are especially encouraged to apply.

Minority students in the College of Literature, Science, and the Arts at the University and other regional schools are encouraged to develop early linkages with OSAMÁ and minority medical students for pre-application counseling and support. OSAMÁ staff, minority faculty members, house officers, medical students, and alumni visit selected health professions summer programs, regional and national meetings, college career days, etc. to recruit. Minority students who achieve competitive scores on the Medical College Admissions Test, as reported in the Medical Minority Applicant Registry, are sent letters which include extensive information about the Medical School, inviting them to apply. Medical students from the recruitment committees of the Black Medical Association (BMA) and the Latin American/Native American Medical Association (LANAMA) host interviewees, conduct School tours for them, and respond to requests for information from applicants.

Admissions. All students are considered on the basis of individual qualifications. Cognitive and non-cognitive variables are given careful consideration. Attributes evaluated include motivation, competence, character, and personal fitness for the study of medicine. The academic record and the Medical College Admission Test furnish an estimate of intellectual competence. The Admissions Committee is a diverse group which includes medical students and members of the basic science and clinical faculties. Women and members of minority groups are represented on the Committee. As a state-assisted institution, The University of Michigan Medical School has a primary responsibility to train future physicians of this state. However, a significant proportion of our enrollment is open to non-residents.

In recent years, more than 90% of the successful applicants to the University of Michigan Medical School have obtained a Bachelor's Degree prior to matriculation. Foreign applicants must have permanent resident visas in the United States, and must have completed at least one year of pre-medical education at an accredited college in North America (two years preferred).

If a student has been previously enrolled in a medical school in a program leading to the M.D. Degree, he/she must be in good standing and eligible for re-entry to that school in order to be considered for admission here.

The School participates in the American Medical College Application Service (AMCAS). Our deadline for receipt of the application by AMCAS is November 15th. As we are on a "rolling admissions" system, early application is encouraged.

Academic Aid Programs. Study skills program, academic counseling, and tutorial assistance are available in each of the courses for all matriculated students. Assistance is available on an individual and/or group basis. From time to time, students who are having academic difficulty in the Medical School are permitted to proceed on a reduced schedule of courses. The understanding in these cases is that the student will complete the requirements of the first two years of Medical School in three years. Occasionally, summer remediation of a single course may permit the timely advancement through the Basic Science Phase in two years.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	24	14/10	100.0	3	1/2	100.0	1	1/0	100.0	2	1/1	100.0
Accepted	10	5/5	100.0	2	0/2	100.0	0	0/0	.0	1	1/0	100.0
Matriculated	3	1/2	100.0	1	0/1	100.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	0	0/0	100.0	0	0/0	100.0	0	0/0	.0	0	0/0	100.0
All Years	11	7/4	100.0	0	0/0	100.0	2	0/2	100.0	6	3/3	100.0
1988–89												
Applied	22	14/8	100.0	3	2/1	100.0	0	0/0	.0	3	2/1	100.0
Accepted	8	5/3	100.0	1	1/0	100.0	0	0/0	.0	1	1/0	100.0
Matriculated	3	1/2	100.0	1	1/0	100.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	0	0/0	100.0	1	0/1	100.0	0	0/0	.0	1	1/0	100.0
All Years	10	5/5	100.0	1	0/1	100.0	2	0/2	.0	4	2/2	100.0

Source: AMMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	0	7
American Indian	0	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	2	2	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	5	—	—	1	—	—	5	—	—	4	—	—
All Years	23	—	—	4	—	—	10	—	—	11	—	—
1988-89												
Applied	—	—	—	—	—	—	—	—	—	—	—	—
Accepted	—	—	—	—	—	—	—	—	—	—	—	—
Matriculated	—	—	—	—	—	—	—	—	—	—	—	—
Enrolled												
First-Year	3	—	—	1	0/0	—	3	—	—	2	—	—
All Years	16	—	—	2	2/1	—	12	—	—	9	—	—

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	9	7	4
American Indian	3	0	0
Mexican American/Chicano	0	4	1
Mainland Puerto Rican	5	2	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	226	107/119	35.4	15	9/6	26.7	64	44/20	12.5	5	4/1	20.0
Accepted	23	4/19	73.9	2	2/0	.0	12	6/6	25.0	2	1/1	50.0
Matriculated	9	1/8	66.7	1	1/0	.0	6	3/3	.0	1	1/0	.0
Enrolled												
First-Year	14	5/9	64.3	0	0/0	.0	7	3/4	.0	2	0/1	.0
All Years	46	17/29	71.7	1	0/1	100.0	16	8/8	12.5	5	0/3	40.0
1988–89												
Applied	166	72/94	36.1	15	6/9	46.7	48	26/22	8.3	6	2/4	33.3
Accepted	14	9/5	71.4	3	0/3	33.3	5	2/3	40.0	1	1/0	100.0
Matriculated	7	3/4	85.7	1	0/1	100.0	3	0/3	66.7	1	1/0	100.0
Enrolled												
First-Year	9	3/6	77.8	1	0/1	100.0	5	1/4	40.0	1	1/0	100.0
All Years	46	17/29	71.7	1	0/1	100.0	16	8/8	12.5	5	0/3	40.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	12	9	14
American Indian	1	0	0
Mexican American/Chicano	3	1	2
Mainland Puerto Rican	4	0	2

Summer Programs. The State of Michigan has funded, through the Martin Luther King/Cesar Chavez/Rosa Parks Program, a brief residential career exploration project for in-state junior high school students. The Medical School is an active participant in this program, and is prepared to maintain counseling and motivational contacts with participants as they proceed in their educational pursuits.

The Medical School also participates in the Minority High School Student Summer Research Apprenticeship Program, sponsored by the Division of Research Resources of the National Institutes of Health. The Medical School has provided additional funding to permit hosting an increased number of local minority high school students for an eight-week program, for which they receive a stipend, and in which they work with a member of the basic science faculty involved in an ongoing research investigation. Counseling support services are offered.

Undergraduate students are accommodated in the Medical School's Minority Student Summer Research Program, which has been developed to attract high quality minority undergraduate students from other institutions, including many historically black colleges and universities (HCCU's). Minority applicants to the Medical School who have been accepted are particularly encouraged to apply for this program.

Through the Medical School's Health Careers Opportunity Program, AIMED, entering minority and/or disadvantaged students are invited to participate in a four-week pre-matriculation program. This program is designed to facilitate the academic transition to medical school; to provide a background in study and test-taking skills to enhance performance in medical school; to provide counseling and orientation with faculty, staff and advanced students; to provide an opportunity to finalize living arrangements and become familiar with the campus and community before regular classes begin.

Post-Baccalaureate Program. The Post-Baccalaureate Program is a two-semester curriculum designed to improve the qualifications of students who are motivated to become physicians but who are disadvantaged by background and prior inadequate educational opportunity and achievement. Submitting an AMCAS application to The University of Michigan Medical School before the application deadline for a given year constitutes application to the Post-Baccalaureate Program (AIMED) for qualifying individuals.

Students selected for this program receive intensive academic tutoring, study skills and a reading program, personal counseling and specific science courses in the University's College of Literature, Science and the Arts. These are all designed to strengthen the students' academic and non-academic preparation for medical school. Participants must re-apply for admission to the school(s) of their choice.

Student Financial Assistance. Financial aid at The University of Michigan Medical School is provided on the basis of need. The Medical School has, in addition to the usual federal and national programs available to all medical students, an Opportunity Award Program (OAP) funded by the Regents of the University which provides a limited number of tuition scholarships, and supplemental grants to economically disadvantaged students who encounter unexpected expenses.

OAP also permits the Admissions Committee to sponsor the application fee of a number of economically disadvantaged students. We are unable to finance trips for interviews.

Other Pertinent Information. The Medical School has a very effective counseling program which is available to all students. Our various programs account for a high rate of minority student retention and graduate medical placement.

Wayne State University School of Medicine

Address inquiries to
Dr. Jane R. Thomas
Minority Affairs Officer
Wayne State University
School of Medicine
1269 Scott Hall
540 East Canfield
Detroit, Michigan 48201
(313) 577-1560

Recruitment. The Office of Recruitment at Wayne State University School of Medicine plans, directs and implements the medical school's minority recruitment activities. The primary purpose of the Recruitment Outreach Program is to provide an access system for students to the medical school and to aid prospective minority students in their efforts to become stronger candidates for admission to medical school. The intent of the outreach program is to increase the pool of minority applicants by strengthening the students' academic and personal background. It is the policy of the Office of Recruitment to establish communications and involvements with prospective minority applicants early in the admissions process. Selected Med-MAR registrants as well as Wayne State University and Detroit area college students are invited to participate in the program.

The School of Medicine Recruitment Office has a Premedical Career Counseling staff which provids academic and developmental counseling to students. The staff counselors work in the field serving target populations. The target populations are students in: 1) the Detroit Public Schools; 2) two and four year colleges, other than Wayne State University; and 3) undergraduate students enrolled in Wayne State University's premedical program.

Admissions. All students are admitted through the school's Admissions Committee. Membership on the Admissions Committee includes minority and female faculty members as well as students. Factors such as a broad educational background, competitive performance in the basic sciences and on the MCAT, related experiences in the biomedical field and personal characteristics are considered by the Admissions Committee.

Academic Aid Programs. Tutoring, academic and personal counseling are available on an individual group basis to all medical students through the Office of Student Affairs. Faculty and advanced level students serve as tutors.

Summer Program. Entering minority students are invited to participate in a summer program designed to facilitate the transition to medical school. The students are familiarized with the school and are introduced to the organ systems curriculum. Concepts in biochemistry, anatomy, histology, physiology and embryology are presented. The students' regular course work begins in the fall. Students are given an opportunity to work on those study skill pertinent to medical school. Counseling and directional work are provided to reinforce confidence. In addition, students are given the opportunity to meet faculty and advanced students.

Post-Baccalaureate Program. The Post-Baccalaureate Program assists students whose prior academic performances have been compromised by economic and educational disadvantages. The program offers a year of structured and intensive preparation for medical school. *The submission of an application for admission to Wayne State University School of Medicine is one of the prerequisites to candidacy for the school's Post-Baccalaureate Program.* Fourteen students participate in the Post-Baccalaureate Program each year. Successful completion of the Program assures admission to Wayne State University's medical school. The program strengthens the student's academic and nonacademic preparation for medical school. The program is divided into three semesters and a summer program. During the fall and winter semesters the students take specific science courses in the University's College of Liberal Arts. Course selection is based on individual needs. Specially designed study skills and reading programs are provided. Students also receive personal counseling. The spring term classes are held at the medical school. Medical school faculty present anatomy, histology, biochemistry and physiology course material. The intent of this term's work is to facilitate the development of discipline and the necessary mechanisms to handle the volume of work in medical school. During the summer the students participate in the Entering Freshman Summer Program described above.

Student Financial Assistance. All students admitted to Wayne State University's medical school who apply for financial aid are awarded assistance based on need and the availability of funds.

Mayo Medical School

Address inquiries to
Robert W. Giere
Administrative Assistant
Mayo Medical School
200 First Street, S.W.
Rochester, Minnesota 55905
(507) 284-0916

Recruitment. Mayo Medical School encourages minority students in high school and college to become interested in medicine and welcomes their applications at the appropriate time in their college education.

Faculty, students, and administrators establish contact with high schools and colleges in Minnesota, inform them of our interest in recruiting minority students, and visit minority premedical groups in Minnesota colleges and, occasionally, in out-of-state colleges. We have had minority college students enrolled as student trainees in Mayo laboratories during summer and interim periods. Most recently students have been from University of Minnesota, Duluth; Carleton College, Northfield; Macalester College, St. Paul; Mankato State University, Mankato; Princeton University, Princeton, New Jersey; Northwestern University, Evanston, Illinois; Capital University, Columbus, Ohio, and Creighton University, Omaha, Nebraska.

Admissions. Entering classes at Mayo Medical School number about 40 students, of whom up to 20 are from outside Minnesota. For these positions, we receive 200–250 applications from Minnesotans, and more than 1000 from students from other states.

A subcommittee of the Admissions Committee of Mayo Medical School reviews the applications of minority students before action by the full Committee. They look at factors such as Science GPA, MCAT scores, the competitiveness of the undergraduate school, and the personal statement. The full Admissions Committee is composed of 13 physicians or research investigators, 2 student members, 1 public member and 1 administrator.

Five percent of the enrollment is from minority groups underrepresented in medicine. Our last entering class, 1987, included one American Indian and one Black American. Some of the minority students enrolled have previously participated in student traineeships during the summers.

Academic Aid Programs. Mayo Medical School does not have a formal program either for preadmission academic reinforcement or for subsequent academic difficulty. However, since the school is small, a close personal relationship is maintained with all students, and any student in academic difficulty is offered help as soon as the need is manifest. We are prepared to offer whatever academic support is needed, including tutoring and repetition of a particular course or of an entire academic year.

Student Financial Assistance. Out-of-state minority applicants asked to come for interviews may be reimbursed for the expense.

Students are appointed to Mayo Medical School without regard to their financial circumstances. Financial aid counseling is available to applicants and required for accepted students. Financing of medical education is primarily the responsibility of the student and his/her family. Mayo has loan funds available to supplement Federally sponsored loan and grant programs. A limited number of Mayo sponsored grants are available to the most needy students.

Other Pertinent Information. There is an active branch of the Student National Medical Association on campus. Mayo Medical School occasionally hosts regional meetings and sponsors delegates to meetings held elsewhere.

The minority population of Minnesota is mostly concentrated in the twin cities of Minneapolis and St. Paul. However, Rochester's minority population, numerically small, play a significant role in community activities. The presence in Rochester of medical students of different racial and cultural backgrounds further enriches the community.

University of Minnesota, Duluth School of Medicine

Address inquiries to
Ruth Myers, Co-Director
Community Program Specialist
American Indian Programs
University of Minnesota, Duluth
School of Medicine
Duluth, Minnesota 55812
(218) 726-7235/726-8878

Recruitment. Field visits to colleges, universities, and high schools in Minnesota are a real part of our recruitment efforts. Recruitment also takes place at workshops, powwows, on reservations, and at community events. This is done basically by the staff of the American Indian programs. Rarely would we expect non-Indians to recruit American Indians. Also, brochures and pamphlets explaining the programs are sent across the country by the American Indian recruiting office.

Admissions. The admissions process is the same as for the non-minority student. All students must meet certain premed requirements. Students favoring rural family practice in Minnesota, who have good MCAT scores, and are residents of Minnesota and certain portions of Northern Wisconsin are ideal for gaining admissions to this Medical School. AMCAS forwards all applications to the school, the students are required to submit 3 letters of reference, and those making it through the acceptance pool are called in to be interviewed by 2 of the admissions committee members. During the screening processes, minority applicants are not required to be dropped from the pool based upon established MCAT and GPA criteria. The deadline for application is November 15th. The Admissions Committee consists of 9 members, one of whom represents the summer programs for American Indians. Currently, a minority member from the community also serves as a full committee member.

Academic Aid Programs. There are currently 7 courses offered at the undergraduate level in the supportive services program, included are reading skills, writing skills, math skills, study skills, and science skills.

The seven courses in supportive services are funded by special undergraduate retention dollars for minority and disadvantaged students.

Tutors, photocopying, and word processing are available for disadvantaged medical students.

Summer Programs. At present, the American Indian Programs of the Medical School offer three summer programs which are 5–8 weeks in length, with the primary emphasis on increasing the numbers of American Indian students in the Health Care Delivery fields. One program is strictly for high school students and the other 2 are for either high school or college students. The majority of American Indian students who have been accepted into medical school at UMD have participated in the summer program. The summer school program students are taught mini medical school courses, such as anatomy, physiology, pathology, histology and gross anatomy. Some of the high school students are exposed to medical research on a one-to-one basis with a medical school faculty member in his/her laboratory. Financial aid is provided by the programs for the educational cost and each program offers students a stipend to cover living expenses.

Financial Assistance. There is none currently available other than the Federal Student Financial Aid Programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	271	132/139	26.2	17	8/9	5.9	89	57/32	9.0	17	15/2	5.9
Accepted	52	26/26	32.7	5	2/3	.0	12	7/5	25.0	4	3/1	25.0
Matriculated	22	13/9	59.1	3	1/2	.0	5	3/2	40.0	1	1/0	.0
Enrolled												
First-Year	26	14/12	60.7	3	1/2	.0	6	3/3	33.3	2	2/0	.0
All Years	71	35/36	50.5	6	3/3	22.2	20	15/5	22.7	6	5/1	33.3
1988–89												
Applied	279	136/143	20.1	24	10/14	33.3	87	58/29	3.4	20	12/8	10.0
Accepted	55	28/27	36.4	3	1/2	66.7	18	12/6	5.6	5	4/1	20.0
Matriculated	28	15/13	53.6	2	1/1	50.0	7	5/2	14.3	1	1/0	100.0
Enrolled												
First-Year	32	17/15	54.5	3	1/2	33.3	7	5/2	14.3	1	1/0	50.0
All Years	78	41/37	50.5	7	4/3	22.2	21	15/6	22.7	6	5/1	33.3

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	15	8	17
American Indian	1	2	1
Mexican American/Chicano	6	4	3
Mainland Puerto Rican	2	3	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	278	152/126	37.1	9	5/4	55.6	21	12/9	42.9	2	0/2	50.0
Accepted	49	25/24	73.5	1	0/1	100.0	2	2/0	100.0	0	0/0	.0
Matriculated	30	14/16	86.7	1	0/1	100.0	2	2/0	100.0	0	0/0	.0
Enrolled												
First-Year	36	18/18	83.3	1	0/1	100.0	2	2/0	100.0	0	0/0	.0
All Years	117	50/67	82.1	4	2/2	100.0	11	4/7	90.9	1	0/0	100.0
1988–89												
Applied	237	114/123	33.3	9	5/4	66.7	22	11/11	40.9	7	4/3	28.6
Accepted	40	18/22	72.5	2	1/1	50.0	6	1/5	100.0	1	1/0	100.0
Matriculated	20	7/13	90.0	1	0/1	100.0	5	1/4	100.0	0	0/0	.0
Enrolled												
First-Year	26	11/15	96.2	1	0/1	100.0	5	1/4	100.0	0	0/0	.0
All Years	117	50/67	82.1	4	2/2	100.0	11	4/7	90.9	1	—	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	10	18	26
American Indian	1	1	1
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	50	26/24	4.0	11	5/6	36.4	28	19/9	3.6	4	3/1	.0
Accepted	2	1/1	50.0	1	1/0	100.0	0	0/0	.0	2	1/1	.0
Matriculated	1	0/1	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	3	2/1	66.7	1	0/1	.0	2	2/0	50.0	2	0/0	50.0
1988–89												
Applied	69	30/39	1.4	4	2/2	.0	25	19/6	8.0	9	7/2	.0
Accepted	1	0/1	.0	1	0/1	.0	1	1/0	.0	2	2/0	.0
Matriculated	0	0/0	.0	1	0/1	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	0	0/0	.0	1	0/1	.0	0	0/0	.0	1	1/0	.0
All Years	3	2/1	66.7	1	0/1	.0	2	2/0	50.0	2	2/0	50.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	0	2
American Indian	1	1	0
Mexican American/Chicano	0	1	2
Mainland Puerto Rican	0	0	0

University of Minnesota
Medical School—Minneapolis

Address inquiries to
Dr. Cassius M. C. Ellis
Assistant to the Dean
University of Minnesota
Medical School
Box 293 Mayo Memorial Building
Minneapolis, Minnesota 55455-0310
(612) 624-1188

Recruitment. Recruitment activities for Minnesota students begin at the junior high school level and continue on, both in-state and out-of-state, through the collegiate years. Minority students at the high school level are contacted by the Health Sciences Minority Program staff. Orientation sessions, participation in prehealth science clubs, summer research, job opportunities, and visits to the Health Sciences Center are available. At the college level, premedical students are sponsored by the medical school and the Minority Program to visit with medical students who encourage them to make applications. Minority student organizations provide personal assistance to applicants during interview visits at the medical school to those applicants invited for an interview.

Admissions. After initial screening by the Office of Admissions, applications are completed by students whose academic competence makes it likely they will be successful as medical students. Limited financial assistance is available for interview trips to applicants who are asked to come for interviews. The applicants are considered by the Admissions Committee and the applicants are notified as soon as possible after consideration. Applicants whose undergraduate academic performance has consistently been marginal are unlikely to receive favorable consideration. All applications must be submitted through AMCAS and no applications will be considered by AMCAS after November 15. Students are encouraged to apply as soon as possible.

Academic Aid Programs. After matriculation, tutorial aid is available to all students. The curriculum is flexible so that students can have their schedules adjusted according to their abilities. A special studies skill program is available to assist students in improving their study habits and examination skills.

Student Financial Assistance. Financial aid is offered through the University's student Office of Financial Aid. Both grants and loans are made on the basis of need, and a very limited number of scholarships are available. In addition, loan assistance is available through the Minnesota Medical Foundation, and a number of special grant programs are also available.

Other Pertinent Information. The minority medical students at Minnesota have organized informal groups for peer tutoring and support. In addition there are local chapters of the national major minority medical student organizations.

University of Mississippi
School of Medicine

Address inquiries to:
Dr. Leon Anderson
Director, Minority Student Affairs
University Medical Center
2500 North State Street
Jackson, Mississippi 39216
(601) 984-1340

Recruitment. The School of Medicine at The University of Mississippi Medical Center is profoundly committed to the identification, recruitment, admission, retention and graduation of minorities and/or disadvantaged students from the State of Mississippi.

A variety of approaches are utilized to make minority and/or disadvantaged students aware of the interest in, and the commitment to them as prospective applicants to The University of Mississippi School of Medicine. Letters are sent to all students from the state whose name appears in the Med-MAR, informing them of the services of the Office of Minority Student Affairs and encouraging them to complete application to our medical school. Workshops are conducted at select colleges and universities in the state and bordering states that traditionally have a high enrollment of minority students from the State of Mississippi. These workshops emphasize an organized and systemized approach and technique for MCAT Review, Learning Skills, Test-Taking, Time Management, as well as an indepth discussion of admission policies and procedures.

The University Medical Center, through the Office of Minority Student Affairs, participates in an Educational Assistant Agreement (EAA) Consortium with five universities in the State of Mississippi (Alcorn, Jackson State, Mississippi Valley State, University of Southern Mississippi, and the University of Mississippi). This program is designed to prepare participants to be more competitive candidates for medical school. Senior High School and undergraduate students along with their parents from across the state are invited to the Health Career Awareness Conference sponsored by the Office of Minority Student Affairs. In this forum, presentations are made by representatives of the Medical Center's faculty, students and local physicians and dentists. A tour of the Medical Center is also conducted.

Admissions. The School of Medicine at The University of Mississippi Medical Center does not have a separate admissions committee. Selection of applicants is made on a competitive basis, without regard to race, age, sex, color, religion, marital status, national origin, veteran status, or handicap. Preference is given to applicants who are legal residents of Mississippi. The first evaluation of applicants is made on the basis of scholastic record and scores on the Medical College Admission Test. Those applicants for whom the evaluation indicates the scholastic competency necessary to pursue successfully the course of study required of students in the School of Medicine are further evaluated on the basis of character, motivation, and promise of fitness for the practice of Medicine. Selection is made on the basis of all these evaluations. The Admissions Committee is composed of members of the faculty of the School of Medicine, appointed by the Dean. There is minority representation on the committee.

Academic Aid Programs. Throughout the academic year, tutorial assistance is available to minority students on an individual and/or group basis. Academic progress is closely monitored by the Office of Minority Student Affairs for early identification and intervention. The academic year Tutorial Program provided tutorial assistance in gross anatomy, histology, neuro-anatomy, pharmacology, pathology and microbiology. Tutorial sessions are given by graduate students, medical students. Assistance with learning skills, test-taking techniques and academic counseling are also available through the Office of Minority Student Affairs.

Summer Programs. Two summer programs are offered by The University of Mississippi Medical Center through the Office of Minority Student Affairs to assist minority and/or disadvantaged students with medical school admission, retention, regular academic progress and graduation.

The Preparatory Reinforement and Enrichment Program (PREP) is designed to prepare participants to be more competitive medical school applicants. This is a four level program which includes a preliminary education phase comprised of students at the pre-freshman and pre-sophomore levels of undergraduate school and the facilitating entry phase, which consists of pre-junior and pre-senior students. This program focuses on the academic needs of the students. Emphasis is placed on prerequisite and recommended courses for medical students as well as learning skills and scientific communication skills. An intense MCAT review is given in the fourth level of the program. Many of the courses are taught by medical school. Participants are exposed to clinical experiences in the hospitals, as well as preceptorships in minority practitioners offices.

The Pre-Matriculation Summer Program. Entering minority and/or disadvantaged students are invited and strongly encouraged to participate. This program is designed to introduce entering minority medical students to the actual first year medical school course taught and examined by the regular academic year medical faculty in the identical fashion as during the regular academic year. This allows the student to make the necessary transition from undergraduate to professional school. The program is eight weeks and consists of the selected topics in biochemistry and gross anatomy, which includes dissection of a cadaver, learning skills, test-taking techniques, and scientific communication which includes medical terminology and analytical reading. This program is supported by the Health Careers Opportunity Program.

Student Financial Assistance. The School of Medicine's financial aid program is designed to meet the needs of any Mississippi resident admitted to the school whose financial need can be documented.

University of Missouri—Columbia School of Medicine

Address inquiries to
Dr. Ted Groshong
Associate Dean for Student Affairs
Barbra A. B. Horrell
Coordinator of Student Recruitment
School of Medicine
MA202 Health Sciences Center
Columbia, Missouri 65212
(314) 882-2923

Recruitment. The University of Missouri—Columbia School of Medicine is committed to the recruitment of qualified minority students. Recruitment activities occur at the high school and undergraduate levels, and include participation in the campus Affirmative Action. The purpose of these efforts is to provide information on the academic programs offered at the institution and to increase the minority enrollment at the University. To identify potential applicants, the School of Medicine is involved in the Minority High School Student Research Apprentice Program. This is a preparatory program for high school students designed to provide a series of academic and research experiences to sustain their interest in Medicine. In increasing the applicant pool, School of Medicine representatives visit premed clubs and participate in health career programs to provide information and to answer questions about the University. Candidates are invited to campus for a recruitment and orientation visit. Medical students and faculty participate in all of these activities.

Admissions. The Admissions Committee is composed of faculty, students, and nonfaculty. The Simulated Minority Admissions Exercise Workshop presented by members of the Association of American Medical Colleges (AAMC) is conducted periodically to assist the Committee in the evaluation of minority students. Information from the Workshop and other resources comprises a special topic on minority admissions in the annual Admissions Committee Workshop. Assessment of all applicants is based upon academic record, pattern of academic performance, personal characteristics, motivation, extracurricular activities, interpersonal skills, and emotional stability. The goals of the Admissions Committee are two-fold: 1) the selection of the most qualified applicants, and 2) the selection of a diversified class reflecting the demography of the State.

Academic Aid Program. Academic support activities are designed to meet the needs of the student and may include flexible curriculum scheduling, tutoring, skill development, and counseling. Study skills instruction is provided in note-taking, test-taking, time management, and textbook reading. Individualized academic programs are available to students as needed. Students are assigned a faculty advisor to assist with curricular and career planning.

Student Financial Assistance. The School of Medicine has no supplemental application fee beyond that of AMCAS. The Financial Aid Office provides financial assistance based upon demonstrated need and available resources. A special program, the University Professional Degree Assistance Program, facilitates the enrollment of underrepresented minority students and educationally disadvantaged students by providing scholarship money. An attempt is made through all available resources to meet the basic financial needs of the students.

Summer Programs. Each summer the University conducts the Minority High School Student Research Apprentice Program which is designed to motivate high school students to enter careers in medicine. The students work individually with research faculty for eight weeks. An eight-week Premedical Sciences Cooperative Program allows exposure to research and clinical aspects of medicine, assistance in basic learning skills, and MCAT preparation for sophomore, junior, and senior college students.

Other Pertinent Information. The School of Medicine is strongly committed to the recruitment, enrollment, and graduation of minority group members and encourages their applications. The Office of Student Affairs staff works with all units of the School Medicine and University of maintain a high retention rate. There is an active branch of the Student National Medical Association on campus. The Association works cooperatively with the Office of Student Affairs in their recruitment activities.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	4	4/0	.0	7	5/2	.0	2	2/0	.0	0	0/0	.0
Accepted	0	0/0	.0	4	3/1	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	2	2/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	2	2/0	.0	0	0/0	.0	0	0/0	.0
All Years	0	0/0	.0	5	3/2	.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	5	2/3	.0	4	3/1	.0	5	2/3	.0	0	0/0	.0
Accepted	1	0/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	.0	1	1/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	0/1	.0	5	3/2	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	1	2	0
American Indian	1	0	1
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	59	28/31	6.8	7	6/1	57.1	29	22/7	3.4	1	1/0	.0
Accepted	6	4/2	50.0	3	2/1	66.7	4	3/1	25.0	0	0/0	.0
Matriculated	2	1/1	100.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	100.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0
All Years	10	5/5	60.0	2	0/2	50.0	5	5/0	40.0	1	—	.0
1988-89												
Applied	40	16/24	12.5	8	3/5	.0	29	17/12	10.3	3	3/0	.0
Accepted	5	2/3	60.0	0	0/0	.0	4	2/2	50.0	0	0/0	.0
Matriculated	4	1/3	50.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
Enrolled												
First-Year	5	1/4	60.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
All Years	10	5/5	60.0	2	0/2	50.0	5	5/0	40.0	1	-	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	4	2
American Indian	3	2	1
Mexican American/Chicano	1	0	2
Mainland Puerto Rican	1	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	52	27/25	55.8	1	0/1	.0	1	1/0	.0	1	1/0	.0
Accepted	11	6/5	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	4/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	10	6/4	100.0	0	0/0	.0	1	1/0	100.0	0	0/0	.0
All Years	28	14/14	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0
1988–89												
Applied	45	16/29	66.7	3	1/2	.0	1	0/1	.0	1	0/1	.0
Accepted	14	5/9	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	7	2/5	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	2/5	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	28	14/14	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0

Source: AMMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	8	3
American Indian	0	0	0
Mexican American/Chicano	0	1	1
Mainland Puerto Rican	0	0	0

University of Missouri—Kansas City
School of Medicine

Address inquiries to
Dr. Reaner Shannon
Associate Professor, Chairperson,
Minority Recruitment and Retention
University of Missouri—Kansas City
2411 Holmes Street
Kansas City, Missouri 64108
(816) 276-1780

Recruitment. The program at the Universit of Missouri—Kansas City is a six-year program, leading to baccalaureate and M.D. degrees, and is designed primarily for high school seniors entering college for the first time. Students are required to complete both degrees. A limited number of students already having a baccalaureate degree are admitted at the Year 3 level to fill any existing vacancies.

A Minority Recruitment Committee works with the Council on Selection at the School of Medicine to identify health science students early in their secondary schooling. A Summer Scholars Program provides a four week educational/participatory realistic exposure to the health professions to selected high school students. In addition, a medical explorers post provides continuing exposure to the health field.

Admissions. All admissions are the responsibility of the Council on Selection, a diversified group of twenty-two people. The Council consists of nine physicians, three student physicians, four basic scientists, three art and sciences faculty representatives, one representative from The Office of Medical Education, and two public representatives. The Chairman is a physician appointed by the Dean.

Students seeking admission should complete four years of English, four years of mathematics, and three laboratory science courses in high school. They must also submit scores from the ACT Test. An initial academic screen to identify a group for interviews is based on class rank and on the ACT composite score. All applicants not meeting this initial screen are reviewed by a subcommittee of the Council. All application information, both cognitive and noncognitive, is examined for evidence of academic potential.

Academic Aid Programs. The Student Learning Center offers a wide range of free services to students. These include tutorial assistance, a writing lab, a math lab, learning and study skills services in note-taking, test-taking, reading comprehension, memory, anxiety reduction, and supplemental instruction.

The medical school program is designed so that all students advance at a level commensurate with their ability.

Student Financial Assistance. There are four types of student financial aid. These are scholarships and grants which are gifts and do not require repayment, long-term loans repayable after termination of schooling at reduced interest rates, short-term loans repayable within the same academic period, and employment in the College Work-Study Program. In general, aid is based on financial need. Gift assistance for minority students is available in years 3 and 4 of the six-year curriculum from the National Medical Fellowships, Inc.

Other Pertinent Information. The medical school program at the University of Missouri—Kansas City limits 90% of the entering class to residents of Missouri.

St. Louis University
School of Medicine

Address inquiries to
Dr. Manuel R. Comas
Associate Dean for Admissions and Students
St. Louis University
School of Medicine
1402 South Grand Boulevard
St. Louis, Missouri 63104
(314) 577-8205

Recruitment. No special program.

Admissions. All students admitted to the school of medicine are evaluated by the Committee on Admissions on the basis of scholarship, character, personality and performance on the Medical College Admissions Test (MCAT). The school does not have a special subcommittee to evaluate minority applications. Minority applicants who find an acceptance here meet the same standards as other students. It is essential that all students complete their applications on time, so as to receive the benefit of early consideration of their applications.

Academic Aid Programs. Tutorial assistance is available in basic science areas throughout the year at the recommendation of the course directors or whenever a student requests it. The evaluation of academic performance is the same for all students. Minority students must meet the same promotions and graudation requirements as other students. The School of Medicine does not have or participate at this time in a summer enrichment program.

Summer Programs. None in this institution; may refer students to other programs.

Student Financial Assistance. The application fee is waived for all students who request and qualify for a fee waiver from AMCAS. Financial aid in the form of some nonrefundable aid and loans is available, based primarily on demonstrated financial need and accrued educational debt. The Financial Aid Office is open year round and assist in emergency periods of difficulty which students may encounter.

Washington University School of Medicine

Address inquiries to
Dr. Robert Lee
Assistant Dean for Minority Student Affairs
Washington University
School of Medicine
660 South Euclid Avenue, Box 8023
St. Louis, Missouri 63110
(314) 362-6854

Recruitment. Each year, the Assistant Dean for Minority Student Affairs travels to various parts of the country visiting premedical advisors and students at many colleges and universities to provide information about and answers to specific questions concerning Washington University School of Medicine. Typically, the visits are equally divided between those schools from which we have previously had applicants and those from which we have received few or no applicants. Health professions career recruitment programs and summer enrichment program visits provide the Assistant Dean an opportunity to make face-to- face contact with a large number of students. Additionally, admissions information is mailed each year to approximately 2000 Med-MAR registrants.

Periodically, the Office of Minority Student Affairs provides premedical advisors with updated and/or special information to assist in counseling minority premedical students.

High school students are encouraged to explore the possibilities of medical careers at Washington University by applying to the Scholars Program in Medicine (SPIM), which provides provisional acceptance to Washington University of Medicine, simultaneously with admission to the undergraduate program at Washington University. As a Scholars Program participant or as a student pursuing a regular undergraduate major in preparation for medical school, Washington University offers excellent preparation in a number of majors.

Admissions. The Committee on Admissions is a faculty committee which includes minority faculty members and the Assistant Dean for Minority Student Affairs. The Minority Subcommittee is similarly constituted and functions as a part of the Committee on Admissions to review, interview and recommend committee action to the full Committee on Admissions. *All final decisions concerning any candidate are made by the Committee on Admissions.* All students are selected on the basis of past academic opportunity and performance, motivation for the study of medicine, and characteristics required for the effective and compassionate practice of medicine. A personal interview is required of all applicants under serious consideration. Selected applicants are invited for personal interview on our medical center campus. Generally, one of the interviewers for minority candidates, in a one-to-one setting, is a member of the Minority Subcommittee.

Academic Aid Programs. The educational program of Washington University is designed to meet the needs of all students in an individualized and personalized way. There is no special educational program for minority group students; however, students with any type of academic problems are identified early in their coursework and are provided with tutorial aid on a one-to-one basis. Any student in severe academic difficulty may be advised to enter an individualized program that may permit him/her two years to complete the first year's coursework. Thereafter, it is anticipated that the student would continue his/her regular coursework in an uninterrupted fashion, receiving the M.D. degree in five years rather than four. Counseling is available from the Assistant Dean for Minority Affairs, the Associate Dean, as well as the Student Counseling Service.

Student Financial Assistance. An application fee (subject to change) is charged, but upon written request, it may be reviewed for waiver for those applicants who receive an AMCAS fee waiver. Others who did not apply or receive the AMCAS fee waiver are also eligible for review. In any case, additional documentation of financial need may be requested.

Financial aid is available to all students in the School of Medicine and is based entirely on demonstrated need. Within its financial capabilities, the school is prepared to assist each student with financial aid in the form of scholarships and loans. Financial capability of the student in no way enters into the selection process, nor is lack of personal funds permitted to interfere with the student's completion of his/her medical education. Students whose official residence at the time of matriculation is the state of Missouri, may be eligible for low cost loans through the Missouri State Medical Foundation-Medical Student Loan Fund after one semester's successful completion of the medical school curriculum.

Other Pertinent Information. The Washington University School of Medicine is committed to recruit, admit, enroll, educate, and graduate an increased number of students from educationally deprived racial and cultural groups in order that their numbers among the physicians in the United States be increased. Students in colleges and universities throughout the country are strongly encouraged to file application for admission to our class. This school participates in the American Medical College Application Service (AMCAS) of the Association of American Medical Colleges (AAMC), and all applicants must apply through AMCAS by November 1st of the year prior to actually entering the school. Our AMCAS number is #184.

The Office of Minority Student Affairs was established to help meet the needs of the minority student population at this school. The graduation of the class of 1983 marked the graduation of the 100th and 101st Black physician from this school. This is an accomplishment of which we are truly proud!

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	65	30/35	24.6	0	0/0	.0	8	3/5	37.5	1	0/1	100.0
Accepted	9	4/5	55.6	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	8	2/6	75.0	2	0/2	50.0	4	3/1	25.0	1	0/0	100.0
1988–89												
Applied	53	28/25	28.3	2	0/2	50.0	5	3/2	20.0	2	2/0	50.0
Accepted	4	2/2	75.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	8	2/6	75.0	2	0/2	50.0	4	3/1	25.0	1	0/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	6	3	1
American Indian	0	1	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	2	0/2	50.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Accepted	2	0/2	50.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	2	0/2	50.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	2/2	75.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	23	6/17	83.3	0	0/0	.0	3	2/1	100.0	3	3/0	.0
1988-89												
First-Year	9	2/7	88.9	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	23	6/17	86.9	0	0/0	.0	3	2/1	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	4	6
American Indian	0	0	0
Mexican American/Chicano	0	2	1
Mainland Puerto Rican	0	2	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	128	80/48	9.4	10	8/2	.0	32	22/10	9.4	9	6/3	11.1
Accepted	3	3/0	66.7	1	1/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	1/0	.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	123	66/57	6.5	10	6/4	10.0	38	26/12	2.6	13	8/5	.0
Accepted	5	4/1	20.0	0	0/0	.0	4	3/1	.0	1	1/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	1/0	.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	2	1	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	375	198/177	3.2	16	13/3	.0	53	36/17	1.9	13	8/5	7.7
Accepted	37	25/12	8.1	0	0/0	.0	1	1/0	.0	0	0/0	.0
Matriculated	14	8/6	14.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	18	11/7	16.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	44	26/18	11.4	0	0/0	.0	0	0/0	.0	1	—	.0
1988-89												
Applied	310	153/157	3.2	10	6/4	10.0	54	31/23	1.9	17	10/7	.0
Accepted	30	15/15	6.7	0	0/0	.0	2	1/1	.0	1	1/0	.0
Matriculated	8	4/4	12.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	12	4/8	16.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	44	26/18	11.4	0	0/0	.0	0	0/0	.0	1	—	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	12	4	5
American Indian	2	1	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Creighton University
School of Medicine

Address inquiries to
Office of Minority Affairs
for the Health Sciences
Creighton University
School of Medicine
California at 24th St.
Omaha, Nebraska 68178
(402) 280-2981

Recruitment. The Office of Minority Affairs for the Health Sciences coordinates the minority recruitment effort for all Creighton's Health Professional Schools (Dentistry, Medicine, Nursing & Pharmacy). An intensive national recruitment effort consisting of a college visitation project, participation in Health Fairs and Career Day Programs and a massive letter writing campaign helps to inform prehealth students of Creighton's Minority Recruitment Program. These projects are conducted by staff members of the Office of Minority Affairs, Creighton's Minority Alumni, and members of the Committee for Minority Group Education in the Health Sciences (CMGEHS).

Applicants within acceptable academic achievement ranges whose records indicate great potential for success in medicine are invited to Creighton for an interview. These interviews are by invitation only and are used more as a recruitment tool rather than as a condition of acceptance. Applicants are evaluated on the basis of their MCAT scores, their science grade point average, their overall undergraduate performance, and other factors the committee feels are indicative of a potential for success in medicine.

Admissions. The Committee for Minority Group Education in the Health Sciences (CMGEHS) is a campus-wide group of administrators, faculty and students committed to the admission and retention of underrepresented minority groups in the health care delivery system. A subcommittee consisting of members of the CMGEHS and the Medical School Admissions Committee serves as an advisory group to the Medical School Admissions Committee. The subcommittee reviews all minority applications and makes recommendations to the Admissions Committee. The Medical School Admissions Committee has minority faculty as members and is committed to the University's Minority Admissions Program.

The Creighton Medical School's Minority Admissions Program does have an early decision plan. Students having cumulative and science grade point averages of 3.2 and above and whose MCAT scores are above the 50th percentile are encouraged to apply by mid-August, one full year preceding their expected entry into medical school. The committee will notify each applicant of its decision by October 1.

Academic Aid Programs. After matriculation, each student is watched carefully and offered counsel at the first sign of difficulty. All students in academic difficulty must attend tutorials. Tutorials are also offered for those students requesting them.

Summer Programs. The Summer Enrichment Program at Creighton University is designed to assess the academic strengths and weaknesses of the students admitted to the first-year medical class on the basis of minority group considerations. This assists in predicting which students might have difficulty in the regular curriculum in order that preventive measures might be taken. Attendance is, in many cases, required. Creighton's program consists of ongoing counseling and evaluation sessions, speed reading, medical vocabulary and terminology enrichment, and an introduction to each of the basic science courses taught in the first year curriculum.

The objectives of these courses are the development of an appreciation of the complexity, the terminology, and the fundamental concepts of each subject; how each discipline is related to the others; and how each contributes to the proper formation of a competent medical practitioner. The student also gains an appreciation of the medical school curriculum and the level of performance which is expected of the medical student.

Post-Baccalaureate Program. The Creighton University School of Medicine in conjunction with the College of Arts and Sciences has developed a Post-Baccalaureate Program designed to aid the student in pre-designed to aid the student in preparing for the Medical College Admission Test and to provide an opportunity for the student to demonstrate his or her ability to perform well in an intensive review of all fundamental areas of biology, chemistry, physics and mathematics and also provides instruction in methods of improving reading and writing techniques.

Because of limitations in funding and the necessity of evaluating the program by objective means, students are selected for participation in this program from the pool of applicants to this medical school who have been rejected by all schools to which they have applied. A student who has not applied to this school may be considered for the program if a school to which he/she has applied will send us a copy of his/her AMCAS Application and Biographical/Academic Profile.

Each year since the program's inception in the 1975-76 academic year we have selected twenty students to participate in this eight-month program. Approximately seventy-seven percent of those students have been admitted to medical school, and they are enrolled in twenty-five different schools.

A complete description of the program and its requirements may be obtained by writing to Dr. John T. Elder, Director, Post-Baccalaureate Program, Creighton University School of Medicine, Omaha, Nebraska 68178.

Student Financial Assistance. Creighton University acts as a lending institution under the Guaranteed Student Loan Program and makes loans up to $2,500 directly to the student if he/she has not been successful in obtaining funds from a local bank. There are various other sources of loans available at the school, and each student is informed of the loans recommended for a financial aid package before matriculation. Scholarships range from full tuition to $500 (averaging around $2,000) and are included in the student's financial aid package. Scholarship aid is awarded primarily on the basis of personal financial need, which is determined with the aid of the Graduate and Professional School Financial Aid Service or the Financial Aid Form.

The application service fee will be waived if AMCAS has first waived its charges. Housing assistance will be provided for interview trips scheduled by the school.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	307	150/157	2.9	22	15/7	.0	124	98/26	.8	22	14/8	.0
Accepted	16	6/10	18.8	0	0/0	.0	9	6/3	.0	0	0/0	.0
Matriculated	5	2/3	20.0	0	0/0	.0	3	2/1	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	16.7	0	0/0	.0	4	2/2	.0	0	0/0	.0
All Years	14	4/10	21.4	2	2/0	.0	15	7/8	6.7	2	0/0	50.0
1988-89												
Applied	286	140/146	2.4	19	11/8	5.3	96	65/31	2.1	19	10/9	.0
Accepted	9	4/5	11.1	1	1/0	.0	7	6/1	14.3	2	2/0	.0
Matriculated	2	1/1	50.0	1	1/0	.0	1	0/1	.0	1	1/0	.0
Enrolled												
First-Year	3	1/2	66.7	1	1/0	.0	2	0/2	.0	1	1/0	.0
All Years	14	4/10	21.4	2	2/0	.0	15	7/8	6.7	2	—	50.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	2	2
American Indian	0	1	0
Mexican American/Chicano	1	1	4
Mainland Puerto Rican	0	0	1

University of Nebraska College of Medicine

Address inquiries to
Alfonzo Lopez
Director, Minority Student Affairs and
MHCO Program
University of Nebraska
College of Medicine
42nd and Dewey Ave.
Omaha, Nebraska 68105
(402) 559-7260

Recruitment. Recruitment activities on the University of Nebraska Medical Center (UNMC) campus are conducted on the high school and college levels. High school recruitment efforts are made through science clubs, health clubs, minority student organizations, and by participation in community activities.

Recruitment visits are made annually to colleges in Nebraska which have the largest percentages of minority students enrolled. Contacts with non-resident minorities are made by writing to students on lists such as the Talent Roster of Outstanding Minority Community College Graduates, the AAMC Med-MAR and through correspondence with members of the National Association of Medical Minority Educators (NAMME). Voluntary recruiters who are University of Nebraska faculty members assist the Minority Student Affairs staff with recruitment visits to out-of-state colleges.

Admissions. Applications should be filed through AMCAS, 10 to 14 months prior to the proposed matriculation date. Students are selected on the basis of scholarship, appraisals of character, personal interviews, scores on MCAT, and general motivation and promise. Although a specific minority admissions program does not exist in the medical school, minority applications are encouraged. The Minority Student Affairs Office staff welcomes the opportunity to advise individual minority applicants on ways of best presenting their credentials. This advice is available through either correspondence or office consulatation.

Academic Aid Programs. All basic science departments at the University of Nebraska College of Medicine offer "large group" tutorials to all matriculants. Additionally, the Office of Minority Student Affairs and the Associate Dean's Office cooperate in sponsoring an annual Academic Support Program for Non-Traditional Students. Pre-enrollment activities in the support program include workshops on study skills, test-taking skills, stress management, and an introduction to resources on the campus. At the time of matriculation "small group" tutorials in the basic science areas are begun for the non-traditional students.

The Minority Student Affairs Office staff also aids students new to the area in locating housing information and jobs for the spouse. Other services of the office include personal development clinics, and academic and personal counseling.

Summer Programs. Summer programs at the University of Nebraska Medical Center are generally contingent upon available grant funds. Currently a summer program is being sponsored for juniors and seniors in college. The program is designed to provide academic enrichment in the areas of English, chemistry, physics, the biological and mathematical sciences; to develop cultural awareness and greater motivation for health careers; and to broaden each participant's general knowledge and development of professional attitudes. The baccalaureate level program includes an introduction to the basic sciences and medical research.

Sponsored with the assistance of a Health Career Opportunity Program grant from HHS, the program is open to students from all parts of the United States. However, special preference is given to applicants who reside in areas where similar programs *are not* available. The University of Nebraska Medical Center's Office of Minority Student Affairs will continue programs of this type as funds are made available.

Student Financial Assistance. The University of Nebraska Medical Center is committed to the goal that no student should be forced to withdraw from school because of financial constraints. Financial assistance is offered in the form of scholarships, grants and loans administered by an experienced financial aid office staff.

The University of Nebraska College of Medicine does not require an application fee; however, since we are a participating member of AMCAS, which does have a fee, disadvantaged students may apply for an application fee waiver directly through AMCAS. We do not offer financial assistance for interview trips.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	86	42/44	9.3	6	2/4	16.7	34	24/10	2.9	1	1/0	.0
Accepted	23	7/16	26.1	1	0/1	.0	2	2/0	.0	0	0/0	.0
Matriculated	6	2/4	50.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	9	3/6	33.3	0	0/0	.0	2	2/0	.0	0	0/0	.0
All Years	24	15/9	33.3	4	0/4	50.0	14	8/6	21.4	0	0/0	.0
1988–89												
Applied	109	54/55	6.4	10	4/6	20.0	26	18/8	7.7	6	3/3	.0
Accepted	21	15/6	14.3	5	0/5	40.0	9	6/3	22.2	1	1/0	.0
Matriculated	6	6/0	33.3	4	0/4	50.0	5	3/2	40.0	0	0/0	.0
Enrolled												
First-Year	10	8/2	40.0	3	0/3	66.7	6	4/2	33.3	0	0/0	.0
All Years	24	15/9	33.3	4	0/4	50.0	14	8/6	21.4	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	1	7
American Indian	0	0	0
Mexican American/Chicano	1	0	5
Mainland Puerto Rican	0	0	0

University of Nevada School of Medicine

Address inquiries to
Dr. Thomas J. Scully
Associate Dean for Student Affairs
Manville Medicine Sciences Building
University of Nevada
School of Medicine
Reno, Nevada 89557
(702) 784-6063

Recruitment. Minorities, particularly Blacks, Hispanics and Native Americans, are underrepresented in the profession of medicine. The School of Medicine has developed a Summer High School Scholars Program designed to help minority students perceive medicine as a viable career option. The primary purpose of the High School Scholars Program is to focus on attracting qualified Nevada minority students to the University of Nevada as undergraduates and as potential medical students.

The program usually takes place in mid- July and is coordinated by the Minority Student Affairs Office and the Associate Dean's Office, School of Medicine. Applications are available through high school counselors. Participants live with faculty families and in dormitories during the week of the program.

The young scholars have classroom and library assignments, attend workshops on personal and professional development of the student physician, are given an opportunity to learn about health care delivery in this and other countries, and spend time with community physicians. In addition, those students from Las Vegas spend three days with Las Vegas physicians after the initial program, where they are encouraged to follow the physicians during their hospital work, and observe them during patient hours.

Admissions. In line with the philosophy of the School of Medicine and the results of independent evaluations of student performance, the School of Medicine Admissions Selection Committee has adopted an admission policy which enables applicants from all socioeconomic, sex, racial, religious and educational backgrounds to be equally considered. Application from members of minority groups are encouraged. The Committee is charged with the task of selecting the best qualified applicants.

After thorough review of minority applicants by the Assistant Dean for Admissions, a single Committee on Admissions Selection reviews all applicants and selects the class, including minority students. Currently, of the sixteen members of the Committee, two are from minority groups.

Academic Aid Programs. No special academic programs, as such, have been developed solely for the assistance of minority students at this time. However, the progress of all students is carefully monitored, and when additional help is needed, it is made available on an individual basis. Tutorial assistance and special help are readily available for all students with such needs. This is accomplished by students and faculty.

Summer Programs. See recruitment.

Student Financial Assistance. We will waive the application fee for the School of Medicine if it has been waived by AMCAS. Financial aid in the form of scholarships and loans is available to all medical students. The amount of aid varies according to circumstances and availability of funds. Grants from National Medical Fellowships are available to minority students. Nevada residents have additional scholarship aid through the Frandsen and American Cancer Society, Nevada Chapter, scholarships. Unless otherwise specified, application forms for scholarships and loans will be sent upon request to students after acceptance.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	5	2/3	20.0	2	1/1	.0	5	4/1	20.0	1	1/0	.0
Accepted	1	1/0	100.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Matriculated	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	2	2/0	100.0	0	0/0	.0	2	0/2	100.0	0	0/0	.0
1988–89												
Applied	6	2/4	33.3	8	4/4	.0	8	4/4	12.5	0	0/0	.0
Accepted	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	2	2/0	100.0	0	0/0	.0	2	0/2	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	0	0
American Indian	0	1	0
Mexican American/Chicano	1	1	1
Mainland Puerto Rican	0	1	0

Dartmouth Medical School

Address inquiries to
Frances R. Hall
Assistant Dean, Admissions & Financial Aid
Dartmouth Medical School
Hanover, New Hampshire 03756
(603) 646-7509

Recruitment. Dartmouth Medical School is committed to the education and training of minority physicians and encourages applications from qualified minority applicants.

Faculty, students and administrators frequently visit summer and health professional career programs as well as selected undergraduate colleges. Information about the medical school is sent to minority candidates identified through the Med-MAR Registry.

The Admissions Office is pleased to respond on an individual basis to inquiries from minority students. Some individuals find it helpful to schedule an informal visit to Dartmouth Medical School in advance of an application. This can be arranged by contacting the Assistant Dean.

Minority students represent 10% of the medical student body of 300. The school is located in the main campus of Dartmouth College where there are 4,000 undergraduates and 800 graduates and professional students (8% minority). A wide variety of cultural and social opportunities are available. An active Afro-American Society sponsors social, cultural, and political activities alone and jointly with other groups. The Native American Council sponsors a variety of cultural activities for the benefit of Native Americans as well as the entire campus.

In addition to the clinical facilities in Hanover, the school sends about one-third of the class to Hartford, Connecticut for part of the surgical rotation. Twenty percent of the class have an obstetric-gynecology clerkship at Martin Luther King Hospital in Los Angeles.

Admissions. A subcommittee of the Admissions Committee reviews all applications from minority candidates and invites individuals for interviews on the basis of academic and personal qualifications. All applicants are evaluated on the basis of motivation and interest in medicine, personality and character, as well as intelligence, scientific aptitude, academic preparation and recommendations. Special attention is given to socio-economic background of the minority applicant and his/her involvement in the community. All minority applicants interviewed meet with at least one member of the minority subcommittee and with minority students as well as with other members of the Admissions Committee. Final admission decisions are made by the full Admissions Committee, which includes minority student and faculty representation.

Academic Aid Programs. The medical school is committed to assist all students in reaching their full potential. In concert with this commitment, tutorial support and academic counseling are available to all students. The relatively small size of the school and close faculty/student relationships facilitate the identification of students with academic difficulties so that they may receive timely assistance. The resources of both the medical school and Dartmouth College are used to improve study skills and test taking. Additionally, extensive counseling and stress reduction programs are available to assist students in coping with the demands of medical school.

Summer Programs. Dartmouth Medical School does not offer summer enrichment programs.

Student Financial Assistance. The application fee will be waived for these applicants who have received an AMCAS fee waiver.

The Medical School recognizes that many students will be unable to meet the full costs of tuition and living expenses and funds a significant scholarship and loan program. 100% of students with need receive awards. We are able to provide financial aid packages for all accepted applicants with demonstrated need. Financial aid packages include both scholarship and loan. In 1987–88, approximately 85% of Dartmouth Medical School students received aid either from the school, or through a federal scholarship. The size of an award ranges from small to full cost, depending on the financial background of the student's parents.

University of Medicine and Dentistry of New Jersey
New Jersey Medical School

Address inquiries to
Lonnie Wright
Director of Students for Medicine and
Dentistry Program/Minority Affairs Counselor
University of Medicine and Dentistry of New Jersey
New Jersey Medical School
185 South Orange Ave.
Newark, New Jersey 07103
(201) 456-5433

Recruitment. The University of Medicine & Dentistry–New Jersey Medical School has a extensive recruitment program. Faculty, administrators and students serve as recruiters visiting Colleges, High Schools, Community Groups and Health Career Program. NJMS has a Hispanic Counselor/recruiter to assist with our recruitment efforts.

Admissions. UMD-New Jersey Medical School continues to rank in the top 10% of U.S. medical schools in accepting minority medical students. In 1972, a subcommittee on minority admissions was formed, consisting of minority physicians, faculty, administrators and students to screen and interview applicants and make recommendations to the Admissions committee.

Academic Aid Programs. The academic support system for our incoming medical students is carried out during the entire year. It is designed to diagnose and remedy academic and learning problems as they develop in concert with our learning skills staff. NJMS has recently hired an Director of Special Support Services who has established a comprehensive program of cognitive skills development includng the creation of a microcomputer based test item bank for the assessment of individual progress.

Summer Programs. The Students for Medicine & Dentistry (SMDP) is an eight week summer academic enrichment program. The SMDP has two (2) components, the undergraduate program offers courses in biology, chemistry, physics, learning skills and clinical exposure at the university hospital. The pre-enrolled or incoming students take introductory courses in anatomy, neuroscience, physiology and biochemistry, learning skills, to help the overall adjustment of students to the demands of the first year medical courses.

Student Financial Assistance. The New Jersey Medical School Financial Aid comes from a variety of sources: the federal government; the state of New Jersey, UMDNJ itself; or from outside agencies, organizations, and donors. The state of New Jersey minority disadvantaged fund provides $5,000 yearly to qualified minority students which is applied directly to their tuition. UMDNJ also administers several privately endowed scholarships. Recipients are choosen for their financial need and academic performance. All students with completed financial aid forms will be considered.

University of Medicine and Dentistry of New Jersey Robert Wood Johnson Medical School (formerly Rutgers Medical School)

Address inquiries to
Betty M. Oglesby
Office of Special Academic Programs
UMDNJ-Robert Wood Johnson Medical School
675 Hoes Lane
Piscataway, New Jersey 08854-5635
(201) 463-4684

Robert Wood Johnson Medical School was founded in 1966 as Rutgers Medical School, a part of Rutgers University. In 1971 the institution, still known as Rutgers Medical School, became part of the University of Medicine and Dentistry of New Jersey (UMDNJ), a free-standing, health sciences university. In 1986, the name of the medical school was changed to Robert Wood Johnson Medical School to honor one of the nation's foremost benefactors of health care and medical education.

Recruitment. From its earliest years, Robert Wood Johnson Medical School (RWJMS) has demonstrated an unwavering commitment to the education of minority physicians. Efforts have focused on three major areas. First, RWJMS has admitted and enrolled large numbers of capable and promising minority students, including many from economically/educationally disadvantaged backgrounds who do not meet traditional academic criteria for admission (such as undergraduate grade point averages and MCAT scores). Second, RWJMS has established a tradition of effective academic and non-academic support programs for minority medical students. Third, RWJMS is active in developing programs at both the undergradute and precollege level to increase the number of minority students successfully completing undergraduate science curricula and going on to medical and other health professions schools.

Admissions. Every minority applicant to RWJMS is assured an individualized review of his/her completed application. Admissions Committee members are sensitive to the diverse factors which are important in evaluating medical school applicants. Life experiences, economic background, self-confidence, self appraisal, leadership experience and other factors are carefully weighed in with the more traditional academic criteria such as GPA and MCAT scores. Our minority recruiters work closely with the Admissions Office and Admissions Committee, as well as with applicants, in order to expedite the completion of application folders and their review by the Committee. The interview provides an opportunity for an applicant to discuss more fully his/her qualifications as well as to learn about the academic program, environment and special services offered at RWJMS.

Academic Aid Programs. Robert Wood Johnson Medical School is committed to the success of all its students and has developed a variety of programs designed to help every student achieve his/her goal of becoming a physician. The atmosphere at RWJMS is cooperative and supportive, and faculty are accessible and receptive to answering questions and discussing coursework. An excellent academic support program for minority students, the Special Teaching Program (STP), includes both an eight-week, full-time, prematriculation summer program and tutorial assistance in all first year courses.

The STP summer program consists of an introduction to four first-year courses: Gross and Developmental Anatomy, Biochemistry, Neuroanatomy, and Histology, along with a medical terminology course. In addition, this program offers students the opportunity to spend the summer before matriculation familiarizing themselves with the school and its environment, faculty and staff.

Academic support does not stop after the summer but is available to students throughout their education. The STP provides both small group reviews and individual tutorial assistance in all first-year courses. Highly trained educational specialists associated with the Cognitive Skills Program (CSP) are available throughout the four years to help students master the organizational skills and study techniques that make medical school a successful and enjoyable experience. In addition, the CSP offers both group and individualized assistance to students preparing for the National Board examinations.

RWJMS also provides a variety of non-academic support services. The Student Mental Health Service offers private, confidential counseling to students who wish to discuss personal, emotional family problems. A student/faculty Health and Well-Being Committee arranges stress-management workshops and panel discussions. The Office of Special Academic Programs, which administers some of these support programs, also serves as a liaison, to present effectively minority students' concerns to the senior administration of the school.

Summer Programs. *STP Summer Program* Minority students who have been accepted into the first-year class at RWJMS are invited to attend the eight-week STP summer program. The goal of the summer program is to introduce students to course content they will encounter during their first year of medical school as well as to give participants the opportunity to familiarize themselves with the RWJMS faculty and staff and the school environment. Cognitive Skills seminars and individual cognitive skills assessments are incorporated into the summer program to assist students in identifying efficient and effective methods of studying medical information. Upperclass students serve as teaching assistants and also help the new students with such things as locating apartments for the fall. Campus housing is available for students attending the summer program and a stipend is provided to cover living expenses.

The Biomedical Careers Program (BCP) The Biomedical Careers Program (BCP) is an eight-week summer program for minority and disadvantaged students interested in the health care field and biomedical research. The BCP offers three different phases designed to meet the needs of students at all levels of undergraduate training. Each phase features a laboratory experience complemented by other activities such as clinical experience, seminars, study skills assistance, and career counseling. Participants must have completed at least one year of college, including one semester of either biology or chemistry, and one semester of math in order to be eligible. Students enrolled in the BCP are eligible to receive three college credits, and there is no tuition charge. Campus housing is available to participants and a stipend is provided to cover living expenses.

Student Financial Assistance. As in most U.S. medical schools, the financial aid package is provided through a combination of federal and state funds, private foundations, family contributions, and personal assets. In addition, UMDNJ maintains a Minority/Disadvantaged Scholarship Fund, and students at Robert Wood Johnson Medical School meeting the eligibility criteria are awarded grants from this fund. There are a limited number of institutional and donated scholarships available. Low-income New Jersey residents may also be eligible for N.J. Educational Opportunity Fund grants.

The most financially disadvantaged students usually receive the maximum avaalble grant/loan combination. In the past, minority students have received some of the donated scholarships and summer fellowships, and many participate in work-study programs. Others work as assistants in the various departments of RWJMS and at Rutgers University. Financial aid counselors maintain an "open door" policy and assist students in planning personal budgets to make the best use of available funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	145	73/72	.7	23	12/11	.0	46	28/18	.0	18	10/8	.0
Accepted	14	4/10	.0	3	1/2	.0	4	3/1	.0	0	0/0	.0
Matriculated	5	1/4	.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	5	1/4	.0	1	0/1	.0	1	1/0	.0	0	0/0	.0
All Years	12	3/9	.0	7	3/4	.0	6	3/3	.0	2	0/2	.0
1988-89												
Applied	160	81/79	.0	24	14/10	.0	50	29/21	.0	21	15/6	.0
Accepted	13	6/7	.0	4	2/2	.0	7	3/4	.0	3	1/2	.0
Matriculated	0	0/0	.0	2	0/2	.0	1	0/1	.0	1	0/1	.0
Enrolled												
First-Year	2	0/2	.0	2	0/2	.0	2	1/1	.0	1	0/1	.0
All Years	12	3/9	.0	7	3/4	.0	6	3/3	.0	2	0/2	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	7	0	4
American Indian	0	0	1
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	394	193/201	18.0	2	2/0	50.0	7	5/2	14.3	45	25/20	35.6
Accepted	59	23/26	44.1	0	0/0	.0	0	0/0	.0	23	12/11	43.5
Matriculated	25	9/16	60.0	0	0/0	.0	0	0/0	.0	10	5/5	60.0
Enrolled												
First-Year	30	9/21	63.3	0	0/0	.0	0	0/0	.0	10	5/5	60.0
All Years	80	34/46	70.0	0	0/0	.0	1	0/1	100.0	28	14/14	67.9
1988–89												
Applied	355	160/195	16.6	2	0/2	100.0	12	8/4	16.7	49	28/21	32.7
Accepted	56	24/32	41.1	0	0/0	.0	2	1/1	50.0	21	9/12	52.4
Matriculated	12	6/6	75.0	0	0/0	.0	1	0/1	100.0	9	4/5	77.8
Enrolled												
First-Year	17	6/11	70.6	0	0/0	.0	1	0/1	100.0	14	7/7	64.3
All Years	80	34/36	70.0	0	0/0	.0	1	0/1	100.0	28	14/14	67.9

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	17	17	12
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	6	5	4

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	244	116/128	23.8	2	2/0	50.0	9	5/4	.0	45	26/19	35.6
Accepted	52	27/25	26.9	1	1/0	100.0	1	1/0	.0	8	4/4	12.5
Matriculated	10	7/3	40.0	0	0/0	.0	0	0/0	.0	2	1/1	.0
Enrolled												
First-Year	14	8/6	28.6	0	0/0	.0	0	0/0	.0	2	1/1	.0
All Years	41	18/23	34.2	0	0/0	0	2	1/1	50.0	14	7/7	35.7
1988-89												
Applied	249	105/144	23.3	4	2/2	50.0	22	15/7	9.1	45	25/20	35.6
Accepted	37	14/23	37.8	2	1/1	50.0	1	0/1	100.0	10	4/6	40.0
Matriculated	9	3/6	44.5	1	0/1	100.0	0	0/0	.0	4	2/2	50.0
Enrolled												
First-Year	11	5/6	45.5	1	0/1	100.0	0	0/0	.0	4	2/2	50.0
All Years	45	18/27	35.6	1	0/1	100.0	1	1/0	100.0	15	8/7	46.7

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	5	12	4
American Indian	0	0	0
Mexican American/Chicano	1	1	0
Mainland Puerto Rican	3	5	3

University of New Mexico School of Medicine

Address inquires to
Dr. Alonzo Atencio
Assistant Dean for Student Affairs
University of New Mexico
School of Medicine
Albuquerque, New Mexico 87131
(505) 277-2728

Recruitment. The University of New Mexico Medical Center visits high schools and four-year colleges in New Mexico at least twice a year. Branch campuses and junior colleges are also visited once a year. A network of campus contacts at each undergraduate institution makes referrals throughout the year, and literature is periodically mailed to the minority applicant pool. Admissions clinics are held for minority applicants. Tours of the UNM School of Medicine for secondary and elementary school groups are provided by medical students and staff.

Admissions. Because the School of Medicine is publicly supported, it has an implied obligation to train students who are likely to serve the State's expanding medical needs. For this reason, residents of New Mexico are given primary consideration for admissions. An active minority recruitment program encourages applications from Chicano, Native American, and Black resident of New Mexico. Minority faculty (in both basic and clincial sciences), staff and students are members of the Committee on Admissions.

Academic Aid Programs. The Peer Tutorial Program (PTP) provides tutoring in basic science courses for medical students in their first- and second-years. Tutors have generally excelled in the discipline(s) in whch they tutor and have the ability to assist other students.

Summer Programs. In 1970, the UNM School of Medicine initiated the Basic Science Enrichment Program (BSEP) to provide better opportunities for minority students to enter medical school. The summer session of BSEP consists of a two-week course in which biochemistry and physiology are taught concurrently. Courses are presented in a series of lectures and laboratory experiments; and all instruction is conducted by medical school faculty and nationally prominent minority scientists. Students also attend seminars on health care delivery problems of the nation's minority populations In addition, small group discussions, tutorials adn informal counseling sessions are conducted by minority medical students who serve as teaching assistants in the program.

Trainees selecte for BSEP must be recommended by the medical school at which they have been accepted. Actual selection is made by the BSEP staff, which takes into account recommendations from participating medical schools and the needs of those students who would most benefit from the BSEP.

The National Board-Review Program is a component of the Health Careers Opportunity grant. It utilizes faculty to enhance retention through the first two years of medical studies, and prepares students for the National Boards.

Other programs include the Motivational Workshop Program, a week long informative program held at the end of spring semester. Its primary objective is to increase potential minority applicants for the medical sciences by providing them with guidance regarding health career choices, the application process and admission requirements. The Medical College Admissions Test Review Course program enables candidates to review types of material included in the test, as well as developing test taking skills. Both programs utilize medical school faculty and staff for instruction and consultation.

Student Financial Assistance. In addition to the regular nationwide financial aid programs, there are several scholarships and loans available to New Mexico students. One loan program, the New Mexico Medical Student Loan Program, which is funded by the state of New Mexico, provices a medical student up to $8,000 per year for a maximum of five years. The students repay the debt by practicing in an underserved area of the State upon completion of postgraduate training. Another form of financial aid is the Disadvantaged Student Fund, supported by the Faculty, which provides small awards primarily to meet emergency needs of medical students from low-income backgrounds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	25	12/13	12.0	6	2/4	16.7	42	25/27	71.4	4	3/1	25.0
Accepted	1	0/1	100.0	1	0/1	100.0	10	9/1	100.0	1	1/0	100.0
Matriculated	1	0/1	100.0	1	0/1	100.0	8	7/1	100.0	1	1/0	100.0
Enrolled												
First-Year	1	0/1	100.0	3	1/2	100.0	12	10/2	100.0	1	0/0	100.0
All Years	4	1/3	100.0	6	4/2	100.0	38	25/13	100.0	2	0/0	100.0
1988-89												
Applied	27	12/15	11.1	10	5/5	40.0	39	25/14	64.1	4	1/3	25.0
Accepted	1	1/0	100.0	3	2/1	100.0	14	7/7	100.0	1	1/0	100.0
Matriculated	1	1/0	100.0	2	2/0	100.0	10	5/5	100.0	1	1/0	100.0
Enrolled												
First-Year	1	1/0	100.0	2	2/0	100.0	10	5/5	100.0	2	0/0	100.0
All Years	4	1/3	100.0	6	4/2	100.0	38	25/13	100.0	2	0/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	0	1
American Indian	1	0	0
Mexican American/Chicano	9	14	12
Mainland Puerto Rican	0	0	0

Albany Medical College

Address inquiries to
Minority Affairs
Albany Medical College
47 New Scotland Avenue
Albany, New York 12208
(518) 445-5824

Recruitment. A full-time Minority Affairs Office, headed by the Assistant Dean for Minority Affairs, directly supervises the recruitment process for minority applicants. The process includes visits to pre-medical summer programs, career days, and participation in many conferences with a pre-medical minority applicant focus. Minority applicants receive personal follow-ups from the Minority Affairs Office regarding the status of their application and are encouraged to visit our facilities. The Minority Affairs Office coordinates campus visits for minority applicants and arranges overnight accomodations with minority medical students.

Admitted minority applicatns are invited to participate in a special Admitted Minority Applicants Weekend, hosted by the Minority Affairs Office and the Student Minority Affairs Committee in the spring of each year.

Admissions. All minority applications are reviewed by the Assistant Dean for Minority Affairs and one other member of the Admissions Committee. Students with MCAT scores averaging above 40 and cumulative G.P.A.'s above 3.0 are most likely to be considered competitive in our minority applicant pool. Competitive minority applicants are immediately selected for interview once the application file is complete. Interviews are scheduled for the next available Friday after the applicant has been selected for interview. Each applicant accepted to Albany Medical College is interviewed by two members of the Admissions Committee. The Admissions Committee is comprised of clinical and basic science faculty, administrators and medical students, all with equal screening, interviewing and ranking privileges. If the Assistant Dean for Minority Affairs is not one of the two scheduled interviewers, minority applicants are encouraged to see him before leaving the interview site. The applicant is notified in writing within ten days after the ranking has occured.

Academic Aid Programs. The Office of Minority Affairs closely monitors the performance of minority medical students enrolled in the Albany Medical College. Particular attention is focused on the basic science courses required in Years I and II. Students found to have any difficulty are immediately offered special assistance via organized review sessions and tutorials. A note-taking service is also available to any student enrolled.

Students found to have unusual academic difficulties may be placed on a decelerated schedule which allows three years for the completion of the first two years of work.

Beginning the 1986–87 academic year, the college will provide a five year (decelerated) program option to a limited number of minority and disadvantaged students who would benefit from the opportunity to spread the first year requirements over two academic years. This program was designed to enable us to offer admission to a select number of minority applicants, who present strong motivation and academic potential, but whose prior academic performance indicates the need for a slower adjustment to the rigorous academic requirements of the first year.

Summer Programs. A summer research apprentice program of eight weeks duration is offered to minority high school students who live in the capital district of Albany. The Eight Year Career Physicians Program initiated by Renesselaer Polytechnic Institute (RPI) and Albany Medical College (AMC) provides a seven week summer program for students about to matriculate at RPI. An eight week clinical summer program in residence at AMC is offered to minority students in this Career Physicians Program at the completion ofthe sophomore year at RPI. An eight week summer research program in residence is offered at the completion of the junor year at RPI. This is an early assurance program. Participants have the opportunity to apply for admission and be accepted into AMC during the summer after their sophomore year at RPI.

Student Financial Assistance. Several scholarships have been made available by a community organization, primarily for minority students with a prescribed service commitent. All other financial assistance is based on demonstrable need. Applicants may apply for a waiver of the application fee if they consider themselves financially disadvantaged.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	63	29/34	69.8	3	2/1	.0	12	8/4	.0	26	19/7	73.1
Accepted	13	4/9	84.6	0	0/0	.0	2	2/0	.0	5	4/1	100.0
Matriculated	2	1/1	50.0	0	0/0	.0	2	2/0	.0	0	0/0	.0
Enrolled												
First-Year	5	2/3	80.0	0	0/0	.0	2	2/0	.0	2	—	100.0
All Years	15	11/4	80.0	0	0/0	.0	1	1/0	.0	3	—	100.0
1988–89												
Applied	65	28/37	75.4	2	2/0	.0	8	4/4	37.5	11	5/6	63.6
Accepted	9	5/4	88.9	1	1/0	.0	3	0/3	33.3	4	2/2	100.0
Matriculated	3	2/1	66.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	3/1	75.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
All Years	15	11/4	80.0	0	0/0	.0	1	1/0	.0	3	—	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	1	2	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Albert Einstein College of Medicine of Yeshiva University

Address inquiries to
Dr. Milton Gumbs
Assistant Dean for Minority Student Affairs
Albert Einstein College of Medicine of Yeshiva University
1300 Morris Park Avenue
Bronx, New York 10461
(212) 430-3091

Recruitment. Minority student recruitment is conducted through the Office of Special Educational Programs. Faculty members and enrolled medical students also take an active part in these efforts. We are annual participants in the AAMC Office of Minority Affairs Medical Career Awareness Workshop, the NAMME Student Recruitment Workshop and the Health Careers Conferences sponsored by the various ASPIRA organizations. In addition, visits are made to colleges, both local and out of state, in order to speak to student groups interested in medicine as a career. The Office of Special Educational Programs works closely with premedical advisors at various undergraduate institutions.

The Minority Affairs Committee, the Office of Special Educational Programs and enrolled minority students sponsor an annual recruitment luncheon for prospective applicants chosen from the Med—MAR List.

Admissions. The Committee on Admissons has an "ad hoc" advisory group which screens and considers the applications of students classifying themselves as "minority." It includes faculty and student members, some of whom come from minority groups.

In selecting students for interview and for acceptance, attention is paid not only to the traditional indicators of success, such as GPA and MCAT, but also to those qualities which a student must possess in order to become a good physician. Among these are good character, strong motivation, perseverence and compassion.

All students are invited to attend a luncheon and tour of the school on the day of the interview. Faculty members and students are present at both and can, at that time, give applicants further insight into the school and the admissions process.

Academic Aid Programs. The Office of Special Educational Programs, in conjunction with the Associate Dean for Students, closely follows the academic progress of studetns. Should difficulties arise, students are counselled and may be advised to avail themselves of tutorial assistance. This is provided to all students, free of charge, and upon their request. Extensive syllabi, which cover the lecture material, are provided for all subjects in the basic sciences.

Since most academic problems arise because of personal difficulties rather than intellectual unpreparedness, a large part of the retention effort involves non-academic supports. In addition to the Office of Special Educational Programs and school-assigned faculty advisors, the students have access to members of the Minority Affairs Committee. This is a Dean's Committee composed of faculty and students who serve as advisors and look into any matters of concern to minority students.

There are branches of the Student National Medical Association and the Boricua Health Organization at Einstein. Both are quite active in undergraduate advisement, recruitment efforts and issues of social and health import. The support that the students provide to each other directly and through their various activities is invaluable and can, literally, mean the difference between success and failure.

Summer Programs. The Departments of Biochemistry, Cell Biology, Genetics, and Histology offer a combined preparatory course to new matriculants during the 3-week period preceding the start of classes. Aside from serving to introduce the students to the basics of these subjects, the course helps to introduce the students to each others, to some faculty members and to the school environment. Participation is voluntary and is recommended to students whose basic science background is weak or limited in content or scope. In addition, incoming minority students are invited to a special Orientation Weekend prior to the start of the 3-week Prep Course.

The Medical Sciences Enrichment Program provides 6 weeks of clincial experience in medicine for minority high school students during the summer. It is designed to offer students during the summer. It is designed to offer students direct knowledge of a physician's applications, demands, and interactions in a clinical setting.

The Minority Student Summer Research Fellowship Program is designed for undergraduates who have completed their junior year and provides 10 weeks of experience in biomedical research.

Student Financial Assistance. Application fees are waived for financially needy students. Financial aid is available to minority students on the basis of financial need and consists of tuition remission, scholarships and awards, in addition to the well-known loan programs. No students should be discouraged from applying due to lack of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	279	118/161	58.1	6	3/3	.0	38	24/14	2.6	63	37/26	68.3
Accepted	36	16/20	83.3	0	0/0	.0	1	1/0	.0	9	5/4	100.0
Matriculated	15	4/11	100.0	0	0/0	.0	0	0/0	.0	3	1/2	100.0
Enrolled												
First-Year	19	5/14	94.7	0	0/0	.0	0	0/0	.0	4	1/3	100.0
All Years	49	19/30	81.6	1	1/0	100.0	1	1/0	.0	21	9/12	90.5
1988-89												
Applied	287	120/167	61.0	6	4/2	33.3	34	22/12	5.9	47	26/21	70.2
Accepted	25	10/15	60.0	1	1/0	100.0	0	0/0	.0	9	3/6	77.8
Matriculated	8	5/3	50.0	1	1/0	100.0	0	0/0	.0	5	3/2	80.0
Enrolled												
First-Year	10	6/4	70.0	1	1/0	100.0	0	0/0	.0	6	3/3	83.3
All Years	49	10/30	81.6	1	1/0	100.0	1	1/0	.0	21	9/12	90.5

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	10	11	7
American Indian	0	1	1
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	5	4	9

Columbia University
College of Physicians and Surgeons

Address inquiries to
Dr. Margaret Haynes
Director of Special Projects
Columbia University
College of Physicians and Surgeons
630 West 168th Street
New York, New York 10032
(212) 305-6826

Recruitment. The Office of Special Projects is directly responsible for recruitment of underrepresented minority group students. A variety of approaches are utilized to increase the number of minority applicants. Orientation visits by prospective applicants is strongly encouraged and desirable. Minority premedical students are always welcome to visit the medical school, to browse through the Hammer Health Sciences Library, join us for lunch, and talk with our medical students. Frequent communication with the Office is recommended.

Career counseling and advisement is provided to college students graduates, postgraduates and high school students.

Regional recruitment consists of inviting the submission of applications from minority groups students who are underrepresented in American medicine and who identified themselves on the Med-MAR list.

Regional recruitment visits are made to college campuses concentrated primarily in the New York, New Jersey, Pennsylvania, and Connecticut areas, as well as the traditionally Black colleges. They are conducted by the Director and members of the Black and Latin Students Organization (BALSO).

The Office of Special Projects presents an annual Recruitment Day Conference sponsored by our P&S Alumni Office. The specific purpose of the conference is to provide information to potential minority group applicants on pertinent topics related to the preparation requireed for medical school admission, in general, and specific information about admission to P&S.

The College of Physicians and Surgeons Columbia University has an extremely effective and cohesive student organization, of long standing, BALSO, which is an integral part of the Office of Special Projects. BALSO is active internally with minority student affairs as well as externally with recruitment activities. BALSO students sponsor preenrollment orientation activities for newly entering P&S students. There is also a strong continuous relationship between the minority students and the P&S minority faculty, alumni, and housestaff.

Admissions. All applicants must apply directly to the Medical School. Minority applicants are considered on an equal basis with other applicants.

The Office of Special Projects works closely with the Admissions Office to facilitate the applications from minority group students to the Medical School. Minority faculty are members of the admissions committee.

Academic Aid Programs. The same academic aid programs are available to all of our students. In addition, a rich array of student support resources and personalized services of the Minority Affairs Office are available, augmenting the abundant institutionalized programs and excellent student-faculty relations. BALSO-organized tutorials, review sessions and Big sister/brother programs are only a few of the bevy of activities available to our minority students.

Minority students at P&S are recognized annually as recipients of nationally competitive awards for academic scholarships and are frequently selected for graduation prizes and awards.

Our students hold membership on key institutional committees and governing bodies and are an integral part of the medical school community. P&S also has chapters of SNMA and Boricua.

Judging by the very small numbers of minority students who have had to leave P&S for academic reasons, these programs are satisfactory supplements to our formal Minority Affairs support.

Summer Programs. The Office of Special Projects offers a six-week Summer Science Review Preparatory Course for taking the Medical College Admissions Test (MCAT). Institutional participation in the Minority High School Research Student Apprentice Program consists of providing high school students with laboratory experience. A series of information seminars which include college admissions counseling, advisement and exposure to medical-health careers are held weekly and attended by high school program participants.

The New York State Science and Technology Entry Program funds S-PREP, which is an innovative, academic-year round program for minority high school students who are seriously interested in pursuing a career in medicine, or the health professions. Medical science courses are taught on Saturdays, at the Hammer facility of P&S. P&S students act as preceptors, both by teaching the classes and by assisting the students in developing good laboratory skills. The long-range objective of S-PREP is to increase minority representation in the field of medicine. Thus, academically talented minority high school students in the tenth through twelve grades are encouraged to participate in the program.

Student Financial Assistance. Application fees are waived whenever circumstances indicate that payment of them would entail unique financial hardship. Accepted students with demonstrated need for financial aid are awarded a combination of loans and appropriate scholarships as available. In any given year, the criteria used for calculating awards are applied with equal force for all of our students in each of the four classes.

Alumni. The P&S Alumni Association has been a continuing resource of support for our minority students. Future activities are planned to extend our linkages with the P&S minority alumni throughout the country.

Cornell University Medical College

Address inquires to
Dr. Bruce L. Ballard
Associate Dean for Student Affairs and
Equal Opportunity Programs
Associate Professor of Clinical Psychiatry
Cornell University Medical College
1300 York Avenue, Rm D-119
New York, New York 10021
(212) 746-1057

Recruitment. The faculty at Cornell University Medical College has long recognized that society's needs might be better met by increasing the numbers of minority men and women in the health science fields. Accordingly, a studious effort has been made annually to attract talented minority students to Cornell. Cornell recruits actively on nationwide basis to assure that each entering medical school class will be a diverse group of capable prospective physicians. At Cornell, diversity can be defined to include students representative of backgrounds that are most affected by the nationwide physician shortage vis-a-vis their numbers in the total national population.

Since New York City is one of the great urban academic centers in the United States, we welcome visits to our facilities from prospective medical school students who live in the area or who may be visiting. Faculty and students participate also in premedical conferences sponsored by various minority organizations.

Admissions. We do not have a separate minority admissions committee or subcommittee. Minority students make application to Cornell in the same way as other applicants. Our Admissions Committee consists of approximately 30 people and, at present, four members of the committee are minorty group members.

Academic Aid Programs. There is no specific academic aid program for students prior to or during their stay here at Cornell as medical students. When any student encounters academic difficulties, the problem is handled by assistance from faculty and/or students from advanced year classes.

Summer Programs. Cornell initiated the Summer Fellowship Program for Minority College Students in 1969. The primary purpose of the summer program is not to entice students to Cornell for their medical education, but to provide minority students with an indepth preliminary experience of medical school life. Participants in the Summer Fellowship Program come from a wide range of undergraduate institutions and must have completed their junior year in a premedical curriculum to be eligible. Through the experiences of laboratory research, classroom lectures, seminars on public health, and close-up observations of hospital care, the fellows gain a clear picture of the demands and opportunities they will encounter in choosing medicine as a career. A popular feature of our program is the assignment of each fellow to a fourth-year medical student who serves as a ''clinical tutor'' and takes the summer student on weekly rounds of the floors of The New York Hospital to observe the care of patients. A number of the participants in this program subsequently seek admission to CUMC, and we welcome them.

Student Financial Assistance. The application fee will be waived for minority students who would find it financially difficult to pay.

There are no special funds specifically set aside for minority group students, but financial aid in the form of grants and loans is made available to all students according to their needs within the limits of available funds for a given year. Although our tuition is high, we have subsidized student housing available for all medical students, which helps substantially in the total education costs.

Mount Sinai School of Medicine of the City University of New York

Address inquiries to
Dr. Carol Burnett
Asst, Dean for Admissions
and Student Affiars
Mount Sinai School of Medicine
Anneberg Building, Fifth Floor
One Gustave Levy Place
New York, New York 10029
(212) 241-9127

Recruitment. The School of Medicine's recruitment program includes visits by faculty, admissions officers and students to colleges in the New York Metropolitan area, the Northeastern States and selected undergraduate institutions in other areas of the country. Information on the Medical School is provided to selected students on the MED-MAR registry and on individual request. The Office of Admissions may arrange on-site visits for students in premedical clubs and societies. The School of Medicine conducts on-campus summer programs. (C-Step, Mt. Sinai Star) for undergraduates considering the study of Medicine. An on-campus program for High School students (SETH) offering remedial and supplemental education and hospital experiences operates during the school year as well as in summer as well as programs of cooperation with other educational institutions eg. Mt. Sinai Scholars at Manhattan Center for Science and Mathematics. These college and high school programs are designed for minority and economically disadvantaged students to create and strengthen interest in careers in Medicine.

Admissions. All applicants to Mt. Sinai School of Medicine are evaluated on the basis of academic performance, Medical College Admission Test scores, premedical committee letters of recommendation, extracurricular activities and the degreee of interest and motivation apparent in the application or evidenced upon interview. The Admissions Committee reviews thoroughly the applications of students from underrepresented minority and educationally deprived backgrounds. Action based on these recommendations are then taken. Faculty and student minority representation is present on the Admission Committee. Application fees may be waived upon appropriate request.

Academic Aid Programs. A pre-enrollment Summer Enrichment Program is offered to accepted students who might benefit from such reinforcement. The program includes work in the following areas: (1) chemistry and mathematics essential for medicine; (2) cell biology, and (3) introduction to anatomy. Hospital experience is also an integral part of the program. The program is directed by a full-time faculty member, assisted by student tutors.

During the academic year a retention program exists, consisting of ongoing tutorials by a full-time faculty member as well as tutorials on an individual departmental basis as needed. A review course in preparation for the National Board Part I Exams is given during the academic year and an intensive review will be offered to students failing to pass Part I in the summer between their second and third year. The goals of the retention program are (1) the identification of the student in academic difficulty as early as possible so as to assist in improving his/her performance prior to completion of (or failure in) the course; (2) the provision of a milieu in which students with particular academic difficulty may function in their peer group with a minimum of anxiety (3) the provision to all students admitted to the School of Medicine of individual academic support if needed so that their medical education may be completed.

Student Financial Assistance. It is the policy of the school to provide as much financial assistance as possible to all students who require such assistance in order to maintain attendance. Students who are accepted for admissions are provided financial assistance applications on which they may document their requests for financial aid. Applications are treated confidentially and awards are made by a faculty committee on financial aid. Each applicant is considered on a individual basis, so that the greatest support for the most needy students may be distributed.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	158	71/87	39.9	4	2/2	25.0	24	17/7	.0	32	16/16	56.3
Accepted	36	14/22	30.6	1	1/0	.0	6	4/2	.0	7	2/5	28.6
Matriculated	10	1/9	70.0	1	1/0	.0	1	1/0	.0	2	0/2	.0
Enrolled												
First-Year	12	3/9	66.7	1	1/0	.0	2	1/1	50.0	3	0/3	33.3
All Years	41	17/24	63.4	1	1/0	.0	4	3/1	25.0	12	6/6	75.0
1988–89												
Applied	153	65/88	44.4	4	3/1	25.0	20	10/10	10.0	27	15/12	66.7
Accepted	37	16/21	43.2	0	0/0	.0	4	2/2	.0	11	7/4	63.6
Matriculated	11	3/8	63.6	0	0/0	.0	1	1/0	.0	2	1/1	100.0
Enrolled												
First-Year	12	3/9	66.7	0	0/0	.0	1	1/0	.0	2	1/1	100.0
All Years	41	17/24	63.4	1	1/0	.0	4	3/1	25.0	12	6/6	75.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	12	9	12
American Indian	0	1	0
Mexican American/Chicano	0	2	1
Mainland Puerto Rican	4	5	6

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	349	182/167	36.1	21	12/9	.0	95	66/29	1.1	67	42/25	46.3
Accepted	27	17/10	29.6	1	1/0	.0	7	5/2	14.3	5	3/2	60.0
Matriculated	8	8/0	25.0	0	0/0	.0	2	2/0	50.0	2	2/0	.0
Enrolled												
First-Year	10	9/1	30.0	0	0/0	.0	2	2/0	50.0	2	2/0	.0
All Years	43	26/17	46.5	0	0/0	.0	12	8/4	25.0	11	7/4	63.6
1988-89												
Applied	378	170/208	37.6	12	3/9	16.7	80	52/28	1.3	63	35/28	54.0
Accepted	24	11/3	41.7	1	0/1	.0	10	7/3	.0	9	4/5	66.7
Matriculated	9	3/6	66.7	0	0/0	.0	5	4/1	.0	3	2/1	66.7
Enrolled												
First-Year	11	4/7	54.5	0	0/0	.0	6	5/1	.0	3	2/1	66.7
All Years	40	23/17	47.5	0	0/0	.0	12	10/2	16.7	12	7/5	58.3

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	12	9	9
American Indian	0	0	0
Mexican American/Chicano	5	3	1
Mainland Puerto Rican	2	4	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	215	99/116	69.3	6	3/3	.0	15	8/7	6.7	60	33/27	68.3
Accepted	14	6/8	64.3	0	0/0	.0	2	0/2	50.0	14	7/7	92.9
Matriculated	2	1/1	100.0	0	0/0	.0	1	0/1	.0	8	5/3	100.0
Enrolled												
First-Year	2	1/1	100.0	0	0/0	.0	1	0/1	.0	8	5/3	100.0
All Years	19	8/11	89.5	0	0/0	.0	1	0/1	.0	19	13/6	100.0
1988-89												
Applied	243	109/134	64.2	8	5/3	25.0	22	11/11	9.1	49	30/19	69.4
Accepted	29	11/18	69.0	0	0/0	.0	2	0/2	.0	9	4/5	66.7
Matriculated	7	2/5	100.0	0	0/0	.0	0	0/0	.0	2	0/2	100.0
Enrolled												
First-Year	8	3/5	100.0	0	0/0	.0	0	0/0	.0	3	1/2	100.0
All Years	19	8/11	89.5	0	0/0	.0	1	0/1	.0	17	12/5	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	6	7	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	4	4	2

New York Medical College

Address inquiries to
Dr. Anthony A. Clemendor
Associate Dean
New York Medical College
Metropolitan Hospital
1901 First Avenue
Suite 16A2
New York, New York 10029
(212) 230-6263

Recruitment. New York Medical College conducts a special program to recruit and retain minority group students for careers in medicine. Recruitment efforts directed toward college students include a summer premedical training program designed to provide intensive review of basic science courses and an introduction to preclinical courses taught in medical school. In addition, recruitment visits to colleges are conducted, and individual counseling for students interested in pursuing medical careers is provided.

The Director and Assistant Director participate in "field" visits. Participation in career day programs includes medical students, faculty, administrators, etc.

Admissions. The Program Director of Minority Affairs is an Associate Dean of the college and, as such, positively impacts on school policies and procedures relative to the status of minority students. He is also a member of the Executive Admissions Committee.

The Admissions Committee has no preference as to a major field of undergraduate study, but any college work submitted must include specified credits in chemistry, physics, biology and English.

Academic Aid Programs. The Pre-Medical Summer Program is a key factor in the retention of minority and disadvantaged students in medical school. The special retention program offered for minority students consists of instruction in the three basic science courses, a Learning Skills Development Workshop, and a Medical College Admissions Test (MCAT) Review Workshop. The courses in basic sciences are taught by the regular academic faculty of the college. Upper-class students participate in the program and function as teaching assistants and student tutors. The learning skills workshops are designed to upgrade basic reading ability by improving reading speed, comprehension, and note-taking skills. Included in the workshops is instruction in basic medical vocabulary and terminology.

Summer Programs. Upper-class students participate in the program and function as teaching assistants and student tutors.

In order to qualify for admission to the program, students are required to meet four criteria: membership in a minority group (Black, Hispanic, Asian American, American Indian), educational and economic disadvantage, enrollment at an undergraduate college, and maintenance of a minimum undergraduate grade-point average (GPA) of 2.0.

Participants in the program include minority students accepted into New York Medical College for September and college juniors, seniors, and graduates. They must have completed: three semesters of chemistry, two to three semesters of biology, and at least one semester of physics.

Student Financial Assistance. The Assistant Director updates a listing of traditional and non-traditional financial aid sources biannually. Special counseling and aggressive resource development is undertaken to assist students with emergency situations. The Board of Trustees has approved ten $5,000 4-year scholarships and ten $5,000 4-year loans for underrepresented minority medical students entering with the incoming class in 1986. The Office of Minority Affairs monitors a low interest Emergency Loan Fund, the J. M. Foundation Emergency Loan Fund for Minority Students, the W. K. Kellogg Foundation Fund, Miscellaneous Loan & Scholarship Fund, Medstart Student Aid Fund and the Rosenthiel Foundation Fund.

New York University
School of Medicine

Address inquiries to
Dr. Veva Zimmerman
Associate Dean
New York University
School of Medicine
550 First Avenue
New York, New York 10016
(212) 340-5373

Recruitment. New York University School of Medicine sponsors a range of undergraduate and high school programs which are directed toward the encouragement, preparation, and orientation of minority and disadvantaged students seeking careers in health related fields. One of these is a junior high school incentive program for teenagers demonstrating skills in basic science in cooperation with one of New York's public schools. The other is a college preparatory program concerned primarily with a select number of students who are specifically encouraged to pursue premedical studies with a prospect for seeking admission to medical school.

In addition, the Admissions Committee and Dean's Office sponsor field visits to undergraduate campuses and high schools as well as an annual Health Careers Day at the Medical Center. In each activity the cooperative efforts of students, faculty, and administrators are used.

The medical school also maintains liaison with premedical advisors and those campus organizations devoted to encouraging disadvantaged students to seek medical careers.

Admissions. The Admissions Committee assigns several of its members each year to the task of screening, reviewing, and recommending applications of minority and disadvantaged students to ensure that these applications are given consideration by appropriately experienced individuals.

Academic Aid Programs. Students accepted to the School of Medicine will receive academic support when and if required. Curriculum and course schedules are flexible and often arranged to meet the specific needs of a student. Extra-curricular and individual tutorial assistance are made easily available. In addition, the school will engage outside counseling for a student who asks for or requires it.

The faculty has traditionally insisted that every student be encouraged to do his or her best and be afforded the supplemental teaching assistance necessary to ensure positive results in his or her academic program.

Student Financial Assistance. The Admissions Committee will, upon written request, waive application fees. The school participates in all recognized publicly supported financial aid programs and maintains a staff to assist students with financial aid requests. Federal, state, and privately endowed loans and scholarships are available. Students from economically deprived backgrounds receive special attention and considerable tuition assistance. All requests for financial aid are processed by formal application and all awards are based on financial need.

Other Pertinent Information. New York University School of Medicine sponsors for its students and housestaff a Spanish language and cultural orientation program designed to equip medical personnel with the essentials for conversing with Spanish-speaking patients and colleagues and an understanding of the social and cultural heritage of the Spanish-speaking populace in New York. The program has received national acclaim. The school also provides a range of elective and teaching programs designed to acquaint medical students with the problems of the poor, handicapped, and aged, as well as the ethnic distinctions of the city's population.

Minority and disadvantaged students are encouraged to apply to New York University School of Medicine with the knowledge that they will receive a most careful and sensitive evaluation for potential admission. Similarly, it must be stressed that the Admissions Committee is obliged to maintain a professional standard for all candidates which ultimately assures equity and uniformity in the acceptance process.

The University of Rochester
School of Medicine and Dentistry

Address inquiries to
Associate Dean for Minority Affairs, or
Mildred J. Reynolds,
Director of Minority Affairs
The University of Rochester
School of Medicine and Dentistry
Medical Center Box 601
Rochester, New York 14642
(716) 275-2928

Recruitment. The Office of Minority Affairs represents a serious commitment on the part of the University of Rochester School of Medicine and Dentistry to meet the urgent need for minority physicians in all aspects of the medical profession. An active recruitment program seeks applicants for the M.D., Ph.D., and M.D./Ph.D. programs from a national pool.

In closely coordinated efforts with admissions, visits and recruitment trips are made by the Associate Dean and the Director of Minority Affairs to student groups, career programs and activities, summer programs, and premedical advisors. Minority medical students, alumni, and administrators all participate in recruitment efforts. Undergraduate students in any year are invited to tour the school and meet with faculty and/or students. Contacts are also made and invited by mail and telephone.

Admissions. Rochester is interested in the composite profile of each applicant, including academic preparation, background and experiences, commitment and motivation, and personal characteristics. Applications are reviewed individually by an Admissions Committee consisting of approximately eighteen faculty members, including the Deans for Admissions, Financial Aid, Minority Affairs, and Student Affairs. Applicants invited to the school for interview typically meet with up to three faculty members, one of whom is a member of the Admissions Committee.

Early application is encouraged, and prompt evaluation of applications is directed by the Minority Affairs Office in conjunction with the Admissions Office. The MCAT examination is not required for admission.

Academic Aid Programs. The school attempts to provide academic aid programs for all matriculated students if the need arises while in school. The Associate Dean for Student Affairs and the Minority Affairs office advises individual students and works closely with faculty. Departments, individual faculty members and panel peer tutors provide tutorial assistance. It is recognized that improvement of academic skills and study habits, and considerable one-to-one teacher-student relationships may be needed at any stage of academic training. Steps are routinely taken to incorporate such concepts into the Rochester program.

The fourth year-first year student program makes a match at the students' prerogative to provide a "buddy" or "tutor" relationship. In addition, the student-faculty program provides an opportunity for first-year students to establish a relationship with a member of the medical school faculty. The nature of the student-faculty relationship depends on the interest of both the faculty member and the student. There may be academic and/or personal guidance; an opportunity to correlate basic science course work with clinical and research applications; exposure to breadth of medicine, including history, ethics, and public or community health; or an opportunity to pursue areas in depth in a field proposed by the student. Not only is there the potential for a valuable relationship with either a faculty member or a student by the fourth year-first year student program or the student-faculty program, but there is also an opportunity to develop a growing friendship.

Summer Programs. The Summer Research Fellowship (SURF) Program was established in 1981 to provide solid research experience as a supportive base for future medical school and graduate school opportunities. The nine week program, which is primarily funded by the University of Rochester, selects 10 to 15 students from a national pool to conduct research in several medical and basic science departments. Students from undergraduate research programs, such as MARC and MBRS are encouraged to apply, however prior research experience is not required.

Although the majority of students are rising juniors and seniors, post-baccalaureate

Students from undergraduate research programs, such as MARC and MBRS are encouraged to apply, however prior research experience is not required.

Although the majority of students are rising juniors and seniors, post-baccalaureate participants are considered. Summer research opportunities are also available to admitted members of the first year medical school class at the University of Rochester.

Popular additional features include seminars with minority professionals and exposure to various aspects of clinical medicine. Other important activities are designed to help students through the maze of procedures, tests, interviews, financial concerns, etc., associated with applications to medical school and graduate school. All students, if they wish and if they are eligible, are provided interviews for the University of Rochester School of Medicine and Dentistry during the program. An encouraging number of these students have been accepted.

Student Financial Assistance. Any applicant in financial need will have his or her application fee waived upon receipt. The school also offers partial support for interview trips to Rochester to those students who would have difficulty meeting travel expenses.

This school offers financial aid on the basis of need and works closely with all granting agencies. The Committee on Financial Assistance has as its primary goal the distribution of medical school scholarship and loan funds as well as federal interest-subsidized loans so that no student will be deprived of a medical education at Rochester because of unmet financial need.

Fellowships based on need and future professional potential are available to eligible minority students. These fellowships provide partial to full support for tuition and are renewable for four years.

State University of New York Health Science Center at Brooklyn College of Medicine

Address inquiries to
Rudolph M. Williams
Associate Dean and
Deputy Vice President
State University of New York
Health Science Center at Brooklyn
College of Medicine
450 Clarkson Avenue
Brooklyn, New York 11203
(212) 270-2447

Recruitment. The SUNY-Health Science Center at Brooklyn College of Medicine has a constant interest in expanding its efforts to identify, recruit, retain and graduate minority and/or economically disadvantaged individuals who have potential and promise for education and training in medicine. The College of Medicine has a strong minority program, including an active recruitment policy and both preparatory and enrichment opportunities during the summer months and the academic year. As part of this program, the Admissions Committee seeks to select a class that is not only academically competent, but also representative of a wide spectrum of personalities, backgrounds, talents and motivations.

SUNY-HSC at Brooklyn College of Medicine sponsors a range of programs which are directed toward the identification, preparation and orientation of minority and disadvantaged students seeking careers in medicine and other health related fields. A Minority High School Student Research Program is offered to teenagers demonstrating promise in health sciences education. A Health Sciences Explorer Scout Post is sponsored by the medical center for youngsters 14–18 who have an interest in the life sciences.

The College of Medicine recruits primarily at undergraduate colleges in the Northeast. Our most active efforts are aimed at multi-university settings or college recruitment days, health fairs, etc.

Admissions. All applicants are evaluated by the full Admissions Committee. Multiple characteristics are used to determine candidate eligibility for admission and the Committee carefully considers those factors which might have affected the applicant's past academic records or future achievements. Special consideration is given to each applicant's potential contribution to the University's goals and societal needs. It is the duty of the Admissions Committee, acting for the Dean and faculty, to select the students who, in their judgment, will best provide excellent and beneficial diversity in the student body. No single factor is given overriding emphasis.

Academic Aid Programs. Comprehensive and individualized programs of academic assistance are provided to any student who requires academic aid. A skills development office has been established to help with specific problems of test-taking, study skills, note-taking and organization. Tutors are available upon request and may be assigned by departments when a student encounters academic difficulty. Small group study and review sessions are encouraged and led by faculty or graduate assistants. Summer academic enrichment programs are an integral part of our academic aid program.

Summer Programs. Operation Success is SUNY-Brooklyn's summer program. This program is restricted to those students admitted to the next entering class and provides an introduction to basic medical sciences. Operation Success is an eight week residential program directed by Medical Center faculty with the assistance of upperclass minority students. No applications are necessary and information is sent once admission has been granted.

Student Financial Assistance. All students admitted to the SUNY-HSC at Brooklyn College of Medicine who apply for financial consideration are given financial assistance based on need and on available funds. Total financial counseling for the student and his/her parents will be provided during the summer programs and throughout the year.

Other Pertinent Information. SUNY-HSC at Brooklyn is a teaching institution educating health care professionals; a re-

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	303	135/168	53.8	5	1/4	.0	42	30/12	9.5	64	37/27	64.1
Accepted	58	29/29	75.9	1	0/1	.0	8	5/3	25.0	15	7/8	93.3
Matriculated	23	13/10	69.6	0	0/0	.0	3	3/0	.0	2	1/1	50.0
Enrolled												
First-Year	37	16/21	67.6	0	0/0	.0	3	3/0	.0	3	1/2	33.3
All Years	76	33/43	72.4	2	2/0	.0	8	7/1	12.5	15	9/6	60.0
1988-89												
Applied	333	142/191	53.8	8	6/2	25.0	35	20/15	5.7	49	27/22	55.1
Accepted	58	22/36	79.3	1	1/0	.0	10	7/3	20.0	12	6/6	58.3
Matriculated	18	5/13	83.3	0	0/0	.0	3	3/0	.0	4	3/1	75.0
Enrolled												
First-Year	32	13/19	81.3	0	0/0	.0	4	4/0	.0	6	4/2	66.7
All Years	76	33/43	72.4	2	2/0	.0	8	7/1	12.5	15	9/6	60.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	6	7
American Indian	0	0	0
Mexican American/Chicano	1	2	1
Mainland Puerto Rican	0	2	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	112	58/54	57.1	3	1/2	.0	10	8/2	.0	32	18/14	75.0
Accepted	13	8/5	61.5	0	0/0	.0	0	0/0	.0	2	1/1	100.0
Matriculated	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	10	6/4	90.9	0	0/0	.0	0	0/0	.0	2	0/2	100.0
1988-89												
Applied	121	50/71	64.5	4	2/2	25.0	12	6/6	25.0	32	18/14	71.9
Accepted	13	2/11	61.5	0	0/0	.0	0	0/0	.0	3	1/2	100.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	10	5/5	90.9	0	0/0	.0	0	0/0	.0	2	1/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	2	6	3
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	2	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	120	64/56	50.0	4	2/2	25.0	12	10/2	.0	25	14/11	72.0
Accepted	21	10/11	57.1	2	2/0	.0	3	2/1	.0	7	4/3	57.1
Matriculated	2	0/2	100.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
All Years	34	9/25	70.6	0	0/0	.0	1	1/0	.0	1	1/0	100.0
1988–89												
Applied	133	59/74	56.4	4	1/3	.0	10	7/3	10.0	22	10/12	45.5
Accepted	28	9/19	69.2	0	0/0	.0	0	0/0	.0	6	4/2	66.7
Matriculated	11	2/9	77.8	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	11	2/9	72.7	0	0/0	.0	0	0/0	.0	1	1/0	100.0
All Years	34	9/25	70.6	0	0/0	.0	1	1/0	.0	2	2/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	9	13
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

search facility seeking answers to the medical problems that beset humankind; a teaching hospital caring for people with special problems; an out-patient facility serving the health needs of the community; a public service institution; the largest medical center in New York State; the seventh largest medical school in the United States; a unit of the State University of New York.

SUNY-Brooklyn is all these things and more. It is an institution which exists to educate, to do research, and to take care of people. As a large urban medical center which is part of a large public university system, SUNY-HSC at Brooklyn Medical Center is keenly aware of its special obligation for public service and is a vital contributor to the health care needs of the underserved and underprivileged citizens of Brooklyn, the state and the nation.

State University of New York at Buffalo
School of Medicine and Biomedical Sciences

Address inquiries to
Dr. Maggie Wright
Assistant Dean for Student Affiars
State University of New York at Buffalo
School of Medicine
40 C-F-S, 3435 Main St.
Buffalo, New York 14215
(716) 831-2811

Recruitment. Field visitations, career seminars, visits to undergraduate institutions are encouraged. Visits are conducted by Assistant Dean for Student Affairs and minority medical students.

Admissions. The SUNY/Buffalo School of Medicine participates in the American Medical College Application Service (AMCAS). All completed applications are evaluated by our Admissions Committee and a determination is made with regard to a personal interview. The interview is a prerequisite to admission and is the final stage of the admissions process. Multiple criteria are used to determine candidate eligibility for admission. This gives minority students, as well as others, an opportunity to present their very best qualities to the Admissions Committee.

Academic Aid Programs. Faculty advisement, tutoring, counseling, study skills are offered to all students. Special tutorial program is offered to minority and disadvantaged students.

Summer Programs. An eight-week Health Careers Opportunity program is available to first year minority and disadvantaged students during the summer. These students take histology and embryology for credit, participate in a preceptorship program, attend career seminars, financial aid advisement, counseling, tutoring, and skills development. The program is designed to facilitate entry into medical school.

The Summer Microbiology program is a nine week program offered to minority and disadvantaged second year students, and is designed to provide students a head start on second year curriculum.

State University of New York at Stony Brook
Health Sciences Center
School of Medicine

Address inquiries to
Dr. Aldustus E. Jordan, III
Associate Dean
State University of New York at Stony Brook
School of Medicine
Health Sciences Center
Stony Brook, New York 11794
(516) 444-2341

Recruitment. Recruitment visits are made upon individual request by schools or student groups, or arranged through contact by staff and students from the institution. The school of medicine visits undergraduate institutions, summer programs, and works closely with other campus groups in hosting visits from high school students from the Long Island and New York City area. Visits are also been made to local community colleges. Students, faculty, and administrators participate in these activities.

The school of medicine has provided opportunities designed to increase access and retention for minority students. These activities include: the Annual Minority Recruitment Conference specifically designed for undergraduate and high school students. Science and Technology Entry Program (STEP) designed to increase awareness and provide support activities (i.e. academic, research, advising, and counseling) for minority students in grades 7-12. The school of medicine receives grant funding from NIH to initiate the Minority High School Student Research Apprenticeship Program designed to provide research opportunities for high school students. Students are assigned to a scientific investigator for a six week summer program.

Admissions. The admissions procedures for minority students are the same as those for all applicants to the school of medicine. A subcommittee of the Admissions Committee reviews applications and provides an initial evaluation. Final admissions decisions are made by the full Admissions Committee. The subcommittee has in the past included minority members from the Admissions Committee as well as additional membership, including students. The subcommittee members are also members of the Admissions Committee.

Academic Aid Programs. Academic assistance programs are available for all students in the school of medicine. These include student and faculty tutorials, which are available upon request by the student or by advisement to the student. Individual arrangements may be made for students who would benefit from different curricular arrangements.

Student Financial Assistance. There is no specific financial assistance for minority students beyond those funds available to all students. However, because this is a state school, tuition is less than at other institutions.

State University of New York
Health Science Center at Syracuse
College of Medicine

Address inquiries to
Dr. Gregory Threatte
Deputy to the President
for Minority Affairs
State University of New York
Health Science Center at Syracuse
College of Medicine
Office of the President
750 East Adams Street
Syracuse, New York 13210
(315) 464-5433

Recruitment. Project 90 is a program designed to prepare students from minority and/or disadvantaged backgrounds for the practice of medicine in the decade of the 90's and beyond. The novel feature of this program is a flexible curriculum that adapts to the skills and background of the individual student. This program is reflective of the SUNY Health Science Center's College of Medicine commitment towards increasing the enrollment, retention and graduation of minority students interested in medicine.

Recruiting activities are geared toward high school and college students. The SUNY-Syracuse Summer Science Program is a eight week summer program designed to expose area minority junior and senior high school students to various aspects of health care. Through the High School Research Apprentice Program, minority high school students in the Syracuse area receive stipends enabling them to engage in scientific research under the direction of our faculty on a full time basis during the summer. A limited number of Research Scholarships are awarded to local minority college students so they may continue to pursue their research activities during the summer.

Recruitment visits are made to regional health careers meetings and to individual undergraduate schools. Liaison relationships have been established with some undergraduate schools to enable us to assist students on a continuing basis in better preparation for medical school.

Admissions. SUNY-Syracuse does not have a separate Admissions Committee for minority applicants, but does have minority representation on its regular Admissions Committee. Every minority application is carefully and thoughtfully reviewed by this committee; and each applicant is evaluated on the merits of his/her total application rather than any one specific parameter. There is also minority representation on the academic faculty and on the clinical faculty. In addition, the Medical Center has a very positive Affirmative Action Program.

Academic Aid Programs. All students in Project 90 are eligible to participate in a comprehensive program of academic support. The basic components of the support program include a summer program, study skills, flexible curriculum and faculty run tutorials. The programs are coordinated through the Deputy to the president for Minority Affairs and the Office of Academic Achievement. In addition, the coordinator for Project 90 acts to integrate all support services and functions as the primary liason between the students, faculty and community.

The flexibility afforded students through our curriculum enables each student to participate in either the standard 4 year curriculum or an extended curriculum that paces the basic science courses over a 3 year period. Movement between different tracks in the curriculum, depending upon student performance, is encouraged. Faculty sponsored tutorials, as well as student tutorials, are available to participants in Project 90 in each of the major basic science courses, as is a year long study skills program.

There is a continuous and ongoing program of advisement and counseling to help orient, direct, and guide minority group students throughout their medical education. Minority housestaff and alumni have also been very active in this program. A special educational reference and study center is also available, and minority group students are encouraged to participate in institutional and national organizations responsible for minority medical education.

students are encouraged to participate in institutional and national organizations responsible for minority medical education.

Summer Programs. The Summer Program offers gross anatomy for minority group and educationally disadvantaged medical students enrolled as freshman at the Health Science Center at Syracuse. This course is taught by the Assistant Dean for Academic Achievement and is offered for credit during an eight week period over the summer. Students successfully completing this course receive advanced standing and are exempt from taking gross anatomy. Students have the opportunity to develop basic learning skills in the context of one of their major academic courses.

Student Financial Assistance. SUNY-Syracuse has a $50 application fee. Since we are participating in AMCAS, which also has a fee, students may apply for an application fee waiver directly through AMCAS. Students receiving a waiver of the AMCAS fee are eligible for a waiver of SUNY-Syracuse application fee. An interview is required at the medical school campus, but financial assistant to defray the cost of the trip is not usually available. Arrangements can be made for interviewees to stay with program participants during their visits to our campus. There are no special sources of financial aid for minority students unique to this school; however, each student is provided with the use of microscopes, and loan of reference materials. Minority group students are given financial aid based upon demonstrated individual financial need.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	342	161/181	67.3	3	1/2	.0	12	7/5	33.3	61	33/28	85.2
Accepted	41	16/25	95.1	0	0/0	.0	2	2/0	50.0	14	7/7	85.7
Matriculated	15	4/11	86.7	0	0/0	.0	1	1/0	100.0	4	1/3	100.0
Enrolled												
First-Year	20	8/12	90.0	0	0/0	.0	2	2/0	100.0	4	0/3	100.0
All Years	101	59/42	89.1	0	0/0	.0	2	2/0	100.0	12	0/8	100.0
1988-89												
Applied	333	132/201	67.9	6	4/2	33.3	15	8/7	20.0	47	27/20	78.7
Accepted	51	20/31	96.1	0	0/0	.0	0	0/0	.0	10	5/5	100.0
Matriculated	26	14/12	92.3	0	0/0	.0	0	0/0	.0	2	0/2	100.0
Enrolled												
First-Year	25	14/11	92.0	0	0/0	.0	0	0/0	.0	2	0/2	100.0
All Years	101	59/42	89.1	0	0/0	.0	2	2/0	100.0	12	0/8	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	14	15	29
American Indian	0	0	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	3	3	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	253	122/131	75.1	3	1/2	.0	11	5/6	36.4	56	32/24	78.6
Accepted	28	14/14	92.9	1	0/1	.0	3	1/2	100.0	11	6/5	90.9
Matriculated	14	7/7	92.9	0	0/0	.0	1	0/1	100.0	5	3/2	100.0
Enrolled												
First-Year	16	8/8	93.8	0	0/0	.0	1	0/1	100.0	5	3/2	100.0
All Years	49	20/29	91.8	2	0/2	100.0	3	1/2	100.0	17	8/9	100.0
1988–89												
Applied	239	100/139	79.9	3	2/1	33.3	15	8/7	26.7	36	24/12	91.7
Accepted	23	6/17	73.9	2	1/1	.0	1	1/0	100.0	6	5/1	100.0
Matriculated	10	1/9	80.0	0	0/0	.0	1	1/0	100.0	4	3/1	100.0
Enrolled												
First-Year	11	2/9	72.7	0	0/0	.0	1	1/0	100.0	6	3/3	100.0
All Years	49	20/29	91.8	2	0/2	100.0	3	1/2	100.0	17	8/9	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	13	13	15
American Indian	0	2	2
Mexican American/Chicano	0	2	1
Mainland Puerto Rican	4	4	7

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	264	123/141	73.5	6	2/4	.0	11	5/6	27.3	52	27/25	88.5
Accepted	16	8/8	93.8	0	0/0	.0	1	1/0	100.0	12	5/7	91.7
Matriculated	4	3/1	100.0	0	0/0	.0	0	0/0	.0	3	1/2	66.7
Enrolled												
First-Year	5	3/2	100.0	0	0/0	.0	0	0/0	.0	3	0/2	66.7
All Years	17	9/8	100.0	0	0/0	.0	0	0/0	.0	5	0/3	100.0
1988–89												
Applied	282	115/167	75.2	9	4/5	22.2	12	6/6	25.0	44	30/14	86.4
Accepted	22	4/18	100.0	0	0/0	.0	1	0/1	100.0	4	3/1	100.0
Matriculated	4	1/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	100.0	0	0/0	.0	0	0/0	.0	1	0/1	100.0
All Years	17	9/8	100.0	0	0/0	.0	0	0/0	.0	5	2/3	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	8	3	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	246	113/133	73.6	5	3/2	20.0	11	6/5	36.4	53	30/23	81.1
Accepted	28	14/14	92.9	2	1/1	50.0	0	0/0	.0	5	4/1	100.0
Matriculated	13	6/7	84.6	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	19	7/12	89.5	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	65	26/39	86.2	1	1/0	100.0	0	0/0	.0	5	0/2	80.0
1988–89												
Applied	203	88/115	81.8	2	2/0	50.0	10	4/6	40.0	44	26/18	79.5
Accepted	51	20/31	84.3	0	0/0	.0	0	0/0	.0	7	3/4	85.7
Matriculated	19	9/10	73.7	0	0/0	.0	0	0/0	.0	2	1/1	50.0
Enrolled												
First-Year	25	12/13	80.0	0	0/0	.0	0	0/0	.0	2	1/1	50.0
All Years	65	26/39	86.2	1	1/0	100.0	0	0/0	.0	5	3/2	80.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	12	4	9
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	2	0

The Bowman Gray School of Medicine Of Wake Forest University

Address inquiries to
Dr. Velma Gibson Watts
Director
Office of Minority Affairs
The Bowman Gray School of Medicine
300 South Hawthorne Road
Winston-Salem, North Carolina 27103
(919) 748-4201

Recruitment. Through the Office of Minority Affairs, an extensive recruitment program is maintained at the community, high school, and undergraduate leel. Faculty members and students disseminate information through participation in Career Day and other premedical activities.

Teams of minority faculty and/or students visit college campuses, including the predominantly Black schools, and participate in the recruitment opportunities offered by Summer Premedical and Health Careers Programs.

Minority students assist the Office of Minority Affairs in effectuating a "Helping Hand" program for minority applicants.

Admissions. In the process of the regular screening procedures, minority applications are reviewed by the Office of Minority Affairs. This Office assists both the Associate Dean for Student Admissions and the Committee on Admissions in the evaluation of minority students.

Academic Aid Programs. Retention support available to all students include expanded counseling, tutorial and academic support programs in the basic sciences and clinical area, modified-program scheduling, and learning-technique programs.

Summer Programs. Accepted students are offered an academic reinforcement program prior to matriculation. This program involves strengthening chemical and anatomic relationships, and learning skills.

Student Financial Assistance. Bowman Gray School of Medicine attempts to assure that every student's needs for financial aid are met. Direct aid, loans, or a combination of the two provide assistance for students exhibiting need.

Tuition scholarships are awarded to minority students on the basis of financial need and academic standing. Qualifying North Carolina students are entered in competition for North Carolina Board of Governors Scholarsihps. These full tuition and stipend awards are granted on the basis of need, probability of practicing in North Carolina, and potential as a physician.

Application fees are waived for students validating financial hardship with information such as a letter of support from the undergraduate financial aid officer.

Duke University School of Medicine

Address inquiries to
Dr. Doyle G. Graham
Dean for Medical Education
Duke University Medical Center
Box 3005
Durham, North Carolina 27710
(919) 684-2498

Recruitment. Duke University School of Medicine is committed to strong minority representation in the student body. Faculty and students visit summer enrichment programs and undergraduate colleges where minority candidates are present in significant numbers. On our own campus there is a summer program for talented high school students and a program for entering freshmen interested in health science careers. All qualified minority candidates are invited to the campus for interview and formal and informal interaction with minority students and minority faculty. The Dean's Office, the Office of Admissions and our many regional representatives are all involved in helping minority candidates consider Duke University School of Medicine as a place where their academic education will be excellent and their personal needs will be met.

Admissions. All applications are screened by two members of the Committee on Admissions. One student member is always a minority student and theire is strong minority faculty representation. Attention is paid to evidence of leadership skills, commitment to a medical career and the candidate's faculty recommendations in addition to academic record and MCAT scores. Students with significant educational disadvantage in grade and high school education are given especially careful consideration because their early academic performance in college may be negatively affected. Evidence of greater success in later college work is favorably reviewed. On request, Duke's application fee can be waived.

Academic Aid Program. All medical school matriculants are assigned to an associate dean who works with the student during all 4 years of medical school. Students also obtain academic advice from study track directors and research preceptors during the basic science elective year. Individual and group tutors are available to students requesting help. There are no special programs for retention of minority students. The attrition rate is less than 1%.

Summer Program. Currently there are no summer programs available.

Student Financial Assistance. In addition to being eligible for a number of merit scholarships at Duke University School of Medicine, the following two are specifically for minority students:

1. The Family Dollar Merit Scholarship is available to a North Carolina minority student enrolled at Duke University School of Medicine.
2. Seven Dean's Tuition Merit Scholarships are available each year to minority students based on prior academic achievement. The scholarships are in the amount of full tuition and they are annually renewable based on satisfactory academic prograss.

Twenty North Carolina Board of Governors Medical Scholarships (BGMS) are awarded each year to financially disadvantaged state residents who enroll in one of the four medical schools in the state. Recipients are selected from qualified nominations submitted by one of the four medical schools in the state. The award pays full tuition, fees and a $5,000 stipend each year based on satisfactory academic progress.

The Student Loan Program for Health, Science and Math provides a $7,500 per year loan to financially needy North Carolinians who enroll in medical school. After completion of residency, the recipient's loan is forgiven on a year-of-service for a year of funding to those who serve in an eligible practice location within the state.

Duke University School of Medicine participates in the federally funded (1) First year Scholarship for Students of Exceptional Need (EFN) and (2) Financial Aid for Disadvantaged Health Professions Students (FADHPS) programs.

The school's aid package for qualified North Carolinians who document financial need is based on a tuition grant up to $10,000. Financial need in excess of $10,000 must come next from a $5,000 guaranteed student loan, and need in excess of $15,000 comes from one-half school grants and one-half loan.

The package for students outside North Carolina is based on a $5,000 guaranteed student loan. Financial need in excess of $5,000 comes from one-half school grant and one-half fron loan.

East Carolina University School of Medicine

Address inquiries to
Dr. Zubie W. Metcalf, Jr.
Associate Dean and Director
Center for Student Opportunities
School of Medicine
East Carolina University
Greenville, North Carolina 27858
(919) 551-2500

Recruitment. The Center for Student Opportunities (CSO) at the East Carolina University School of Medicine offers extensive recruitment services to increase the number of underrepresented minorities in medicine. Two recruiters coordinate the activities that include identifying minorities who have high potential for success in medicine, providing information about opportunities to study medicine at East Carolina University, inviting interested individuals and groups to visit the medical school, visiting the traditionally black colleges and universities in North Carolina and Virginia and encouraging aspiring minority medical students to complete the application materials for admission to medical school.

The annual Medical Careers Opportunity Meeting is a special 3-day on-campus activity held during the Spring Semester. The event introduces the East Carolina University School of Medicine to minority students from other institutions. For additional information, contact the Center for Student Opportunities, School of Medicine, East Carolina University, Greenville, North Carolina 27858.

Admissions. The Admissions Committee at the School of Medicine includes members who represent a variety of backgrounds and medical school responsibilities. The group gives serious consideration to applications from individuals who are members of minority groups and/or have disadvantaged backgrounds. The Admissions Committee seeks to admit a class that is educationally competent and represents various backgrounds.

As a state-supported medical school, the East Carolina University School of Medicine has an obligation to educate students who have an interest in serving the medical needs of North Carolina. Therefore, first preference is given to qualified residents of North Carolina. This preference does not exclude the acceptance of applications from minorities outside the state.

The application procedure includes submitting a completed application to the American Medical College Application Service (AMCAS). The Application Request Form may be obtained from premedical advisors at most colleges and university campuses, the Admissions Office at the East Carolina University School of Medicine, or the American Medical College Application Service, Suite 301, 1776 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The East Carolina University School of Medicine may request the applicant to submit a supplementary application. Application materials must include three letters of recommendation or one pre-professional committee evaluation, recent photograph, application fee of $25, and a handwritten narrative about the applicant's reason for desiring medical study, areas of interest and reaction to contemporary life.

Applicants are required to take the Medical College Admission Test (MCAT). It should be taken in the Spring and no later than the Fall Semester of the year prior to the desired matriculation date in medical school. Prior to matriculation, the applicant must have the equivalent of at least three years of acceptable study at an accredited college or university. Regardless of major field of study, the applicant will not be admitted without completing one year of general biology or zoology (including laboratory), general chemistry (including laboratory), organic chemistry (including laboratory), physics (including laboratory) and English. An additional year of English is strongly recommended but not required. Other recommended courses include the humanities and social sciences.

Academic Aid Programs. Academic support services are available at the Center for Student Opportunities (CSO). Services include counseling, tutoring, reading skills assistance and learning skills instruction. Counseling is available in response to individual needs of the student. Areas of counseling include personal, social, vocational, financial and academic concerns. Assistance in the study of courses is provided by tutors who are matched with tutees according to academic and attitudinal factors. Reading and learning assistance strengthens reading speed and comprehension, study techniques, note-taking techniques and test-taking skills.

The Center for Student Opportunities has a director, counselor, reading and learning skills specialist, two coordinators, two secretaries, three part-time clerical assistants and approximately 25 tutors. During the summer, School of Medicine faculty members teach in the CSO Summer Program. Their services complement the summer program work of the CSO staff and professionals from other institutions.

Summer Program. The CSO Summer Program at the East Carolina University School of Medicine has an impressive record in preparing students for admission to medical school. Small classes and the commitment of the CSO staff and medical school faculty are key factors in the successful achievements of the participants. The program offers the individual a high level of attention that is difficult to provide in larger classes.

The summer program introduces participants to the quality and quantity of work that medical schools expect from students. The program helps participants overcome obstacles caused by educationally disadvantaged experiences or culturally deprived backgrounds, and it improves the students' learning and behavioral skills for success in medical school.

The content of the eight-week, tuition-free summer program concentrates on problem-solving experiences that help the student identify, analyze and synthesize concepts relevant to understanding complex subject matter. Instructional units are organized into modules that cover aspects of the basic and clinical sciences, the reading and learning skills and the behavioral skills. Additionally, special seminars and other activities such as review sessions to prepare students for the MCAT are part of the program.

Minicourses in the basic sciences are available to students who receive admission to the first-year medical class prior to the beginning of the summer program.

The School of Medicine faculty provides instruction in the sciences. CSO staff provides assistance for improving reading, lear ning and behavioral skills.

Eligible participants for the summer program are students from the sophomore through the graduate level of college. Contact the Center for Student Opportunities for additional information.

Student Financial Assistance. Financially disadvantaged students should submit an application for financial assistance as soon as applications become available, but not before Jan. 1 of the award year.

Financial needs of economically disadvantaged students may be met through loans and scholarships. The available loans include the Health Professions Student Loan Program, the North Carolina Student Loan Program for Health, Science, and Mathematics, and the North Carolina Insured Student Loan Program administered by College Foundation, Incorporated. Scholarships include the Scholarship for Students of Exceptional Financial Need, the National Health Service Corps Scholarship (subject to current restrictions), the North Carolina Academy of Family Physicians Memorial Scholarship, the North Carolina Academy of Family Physicians Medical Student Scholarship Award, the Armed Forces Health Professions Scholarship, the Roberta Olsen Slivon Scholarship, the McLean Fund Scholarship, the Elma Harper and John Mark Pollock Scholarship, and the National Medical Fellowships Incorporated Scholarship. For additional information about financial aid, contact: Ms. Holly C. Harris, Director, Office of Student Financial Assistance, School of Medicine, East Carolina University, Green ville, North Carolina 27858-4354.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	119	56/63	18.5	10	6/4	40.0	15	11/4	.0	13	6/7	15.4
Accepted	14	7/7	50.0	1	1/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	5/1	16.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	5/2	14.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	27	16/11	11.1	0	0/0	.0	0	0/0	.0	2	0/2	50.0
1988-89												
Applied	133	57/76	23.3	5	5/0	60.0	16	8/8	.0	7	3/4	42.9
Accepted	14	6/8	21.4	1	1/0	100.0	0	0/0	.0	2	0/2	50.0
Matriculated	4	3/1	.0	0	0/0	.0	0	0/0	.0	2	0/2	50.0
Enrolled												
First-Year	5	4/1	.0	0	0/0	.0	0	0/0	.0	2	0/2	50.0
All Years	27	16/11	11.1	0	0/0	.0	0	0/0	.0	2	0/2	50.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	6	4	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	371	191/180	8.1	15	9/6	40.0	42	25/17	.0	25	12/13	8.0
Accepted	32	17/15	9.4	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Matriculated	11	5/6	18.2	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	11	5/6	18.2	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	31	15/16	19.4	1	0/1	.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	249	114/135	10.8	13	7/6	7.7	35	20/15	0	19	13/6	10.5
Accepted	22	9/13	22.7	1	0/1	.0	0	0/0	.0	0	0/0	.0
Matriculated	9	3/6	22.2	1	0/1	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	9	3/6	22.2	1	0/1	.0	0	0/0	.0	0	0/0	.0
All Years	31	15/16	19.4	1	0/1	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	7	4
American Indian	1	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

The University of North Carolina at Chapel Hill School of Medicine

Address inquiries to
Dr. Marion Phillips
Associate Dean
The University of North Carolina
School of Medicine
CB# 7000 130 MacNider Building
Chapel Hill, NC 27599
(919) 962-8331

Recruitment. The University of North Carolina School of Medicine actively recruits minority students in the state, region and nation. Primarily, the recruitment of minority students is directed at undergraduate institutions with large numbers of economically disadvantaged North Carolina residents. The Associate Dean, accompanied by volunteer medical students, and Admissions Committee members, regularly visit these institutions to conduct group and individual advisory sessions with students enrolled in science and premedical programs. Prospective students are encouraged to visit our campus and explore their interests with members of the Dean's staff, faculty and members of the Student National Medical Association.

Workshops for premedical advisors from colleges and universities throughout the region are held on campus periodically. Admissions Committee members regularly participate in events sponsored by premedical student organizations.

Admissions. The University of North Carolina at Chapel Hill is committed to the principle of equal opportunity. It is the policy of this University not to discriminate on the basis of race, sex, color, national origin, religion or handicap with regard to its students, employees, or applicants for admission or employment. Admission preference is given to North Carolina residents.

It is the duty of the Admissions Committee acting for the Dean and the faculty to select the students who in their judgement will best provide excellence and beneficial diversity in the student body. In making its selections the Committee considers evidence of each candidate's motivation, maturity, industry and integrity as well as the scholastic record. To provide a diverse student body the Committee considers a variety of individual qualifications including nonacademic accomplishments and special talents; work and service experience; research experience; resourcefulness and a history of overcoming a disadvantaged background; demonstrated compassion and concern for the welfare of others; the ability to establish rapport and communicate with others; racial, ethnic, and economic background. No single factor is given overriding emphasis.

Members of the Admissions Committee are appointed from the basic science faculty, the clinical faculty, and physicians in private practice. Minority and female representation on the Committee is maintained. There is medical student representation on the Committee and in the admissions process.

Academic Aid Programs. The Assistant Dean for Academic Affairs is Director of the Academic Assistance Program. This program provides tutorial assistance to students. Tutors are advanced graduate students and medical students who are certified by the course directors. Tutors are paid by the Office of Academic Affairs. The Assistant Dean monitors all students' academic progress, counsels them and directs them to resources within the Medical School and University for academic assistance.

The Assistant Dean directs the Summer Review Program. This program is designed for students who have failed a limited number of courses in the first or second year of medical school. Faculty are available during the summer to assist the student in reviewing the courses that were failed; the student is retested in the course at the end of the summer. Students are promoted after successful completion of the program.

The Assistant Dean for Academic Affairs works directly with class advisors to advise students on academic matters. Students are assigned to Faculty Advisors upon matriculation (ration of 1 per 4 students). Faculty Advisors serve as student advocates and assist students with their academic and nonacademic adjustment to medical school. The Assistant Dean for Academic Affairs reports to class advisors on the academic progress of their assigned students.

A Learning Skills and Assessment Laboratory under the direction of a Black educational psychologist is available to any student seeking to improve study and other academic skills.

The Assistant Dean identifies and directs students to academic enrichment programs such as research and foreign travel experiences.

Summer Program. In operation since 1971, with a cumulative total of nearly 1250 participants as of 1990, the nine week Medical Education Development (MED) Program is committed to expanding opportunities for students from non-traditional backgrounds. It provides a chance to enhance academic credentials while preparing for admission and to increase personal and academic skills for coping with professional training.

Approximately 80% of former participants have successfully entered health professional schools. Among those who were North Carolina residents, former participants have represented 75% of minority matriculants to the UNC Schools of Medicine and Dentistry.

Each summer, the program enrolls 60–65 students who show educational and professional promise and a strong commitment of a health career, but who have had limited opportunities in the past that may place them at a disadvantage in competing for admission and in adjusting to medical or dental school. Priority is given to North Carolina residents, typically leaving 12–15 spaces for out-of-state applicants. Generally, 20–25% of participants are new matriculants to the UNC Schools of Medicine and Dentistry. The remainder are rising college seniors or postgraduates preparing to apply to medical or dental school the following fall. A minimum GPA of 2.5 is suggested for realistic consideration, and it is highly desirable although not required for applicants to take the MCAT or DAT in the spring session unless already available for counseling purposes. Financial aid is available on the basis of demonstrated need, with a copy of the Financial Aid Form of the College Scholarship Service required.

The program simulates the experience of beginning medical or dental studies, including over 215 hours of basic medical sciences. Courses in gross anatomy, histology, microbiology/immunology, physiology, and clinical biochemistry taught by regular medical faculty introduce students to the intense pace and volume of a medical or dental curriculum and are integrated with individualized work or learning, study, reading and test-taking skills requisite to success in professional education. Other activities include seminars on clinical or health care issues, preprofessional workshops and counseling, exposure to health facilities, and regular contact with enrolled professional students, faculty and other members of the professional community.

Support for the program comes from school and state resources and the federal Health Careers Opportunity Grant Program. For information contact Evelyn B. McCarthy, Director, MED Program, CB# 7530/322 MacNider Building, UNC School of Medicine, Chapel Hill, NC 27599. Telephone (919) 966-3641. Application deadline: March 1.

Student Financial Assistance. The Medical School Student Aid Committee with the approval of the Dean is responsible for recommending the recipients of school scholarships and loans.

The University of North Carolina at Chapel Hill School of Medicine has long upheld a tradition of helping individuals of modest financial means to reach their full potential. In accord with this tradition, financial assistance is available in a variety of forms to supplement funds provided by family, savings, summer work and other sources. The Medical School has a well established scholarship program to supplement state and federal loans. Also, the admissions office may waive the supplementary application fee for disadvantaged students.

To provide increased medical education opportunities for minorities and disadvantaged students, the Medical School participates in the Minority Presence Program and the North Carolina Board of Governors' Medical Scholarship Program. Minority Presence is need based for residents of North Carolina and is primarily used as an incentive for recruitment purposes. The Board of Governors was established in the Spring of 1974 by the North Carolina General Assembly. It is a four year scholarship that provides full tuition, fees and an annual stipend for selected students.

University of North Dakota School of Medicine

Address inquiries to
Gary Farris
Director, Indians into Medicine Program
University of North Dakota
School of Medicine
501 N. Columbia Rd.
Grand Forks, North Dakota 58201
(701) 777-3037

Recruitment. The Indians into Medicine Program (INMED) primarily recruits American Indian students from a five-state area including North and South Dakota, Montana, Nebraska, and Wyoming. However, applications are accepted nationally. The identification and recruitment processes are conducted by the professional staff of the INMED Program assisted by tribal leaders from the twenty-two reservations located in the five-state area.

The recruitment processes include: visiting high schools, community colleges, and regional, and national conferences of Indian education and health organizations; conducting and attending health career workshops for Indian high school and college students; verbal and written communications with identified students; and exploring student referrals from tribal organizations, community colleges, universities, and various health professionals.

Admissions. The INMED medical school applicants must meet the same admissions criteria as all candidates considered for medical school. The INMED admissions processes include staff/student evaluations and interviews to determine the INMED candidates' commitments to serve Indian people in this five-state area. Candidates who meet the requirements of selection by the INMED Program are then granted an interview with the Admissions Committee of the North Dakota School of Medicine.

The required materials utilized by the Admissions Committee to help determine student selection include: autobiographical information elaborating on the ability to solve problems, to grasp issues and ethical problems in medicine, to interact with other people and an assessment of the candidate's strengths, weaknesses, and motivation, letters of recommendation; MCAT scores; academic accomplishments and the personal interview.

The Admissions Committee is appointed by the Dean of the Medical School and is composed of twelve members. They include three faculty members representing the clinical science departments, three faculty members representing the basic science departments, three members representing appropriate professional areas outside of the medical school, two medical school students, and the Dean of Student Affairs.

In the past, INMED students earned two-year B.S. in medicine degrees at the University of North Dakota School of Medicine and then transferred to other institutions to complete medical training. The school now offers to entrants a full four years of medical training in state. However, students may still have to transfer depending on current funding for clinical cost of training.

Academic Aid Programs. All medical students at the University of North Dakota are offered retention services such as study skills courses provided by the University's Learning Resource Center and faculty advisement provided by the Medical School faculty members.

In addition to these services, INMED medical students are provided services which include: the Family Support Plan (personal, social, cultural, and financial services); the Academic Enrichment Program (tutoring, educational resources, counseling, and test-taking skill preparation), and the Learning Resource Center (study areas and academically relevant materials for student use).

Summer Programs. A five-week medical school preparation program is offered to special graduate students preparing to enter medical school. Individualized curricula will be developed for each student to improve deficient academic areas and to strengthen medical science backgrounds. Courses may include biochemistry, histology, genetics, microbiology, immunology, and study and test-taking skills. College credit is not offered for the Med. Prep. program.

The INMED Program offers a five-week summer enrichment program for secondary level students and graduates. The program helps them to prepare for college level courses in the health field. Students receive individualized instruction in math, physics, biology, anatomy, physiology, ethnobotany, chemistry, and reading and study skills.

INMED also offers an eight-week program for college students at all educational levels. Students may participate as part of their regular premedical school program, or just to strengthen their academic background by taking extracurricular courses in some areas.

Student Financial Assistance. The North Dakota School of Medicine reimburses the application fee for the INMED Indian students.

The INMED Program, through Indian Health Service scholarships, provides financial support in the form of tuition and fees, travel, book allowance and a monthly stipend. In addition, funding is available for students who enroll in special academic preparatory courses during the summer sessions.

Case Western Reserve University School of Medicine

Address inquiries to
Dr. James L. Phillips
Associate Dean for Student Affairs,
Office of Minority Programs
Case Western Reserve University
School of Medicine
2119 Abington Road, Room T-308
Cleveland, Ohio 44106
(216) 368-2212

Recruitment. The recruitment of minority students to the Case Western Reserve University School of Medicine is under the direction of the Office of Minority Programs. Visits are made on a regular basis to colleges in Ohio, to out-of-state colleges, and to graduate school Career Day Fairs. High schools in greater Cleveland, and health professions' fairs are also visited regularly.

The recruitment sessions consist of a formal presentation, a question and answer session, and information one-on-one discussions. Opportunities in medicine for minorities are stressed, and statistics regarding the number of minorities enrolled, and the successes obtained, and the support systems for minorities are described.

Admissions. The same Admissions Committee reviews applications from all students. Two minority faculty serve on the Committee. All applications received from minority applicants are reviewed by the Associate Dean for Student Affairs and Minority Programs.

Academic Aid Programs. Minority students benefit from a school-wide tutorial program. Tutors are available to all students at any time the student or faculty feels one is needed. This service is provided at no cost to the recipient. Many upper class minority students serve as tutors.

Summer Programs. All incoming students are invited to participate in a summer prematriculation program for 3 weeks. The program has two objectives. The first is to review and to emphasize certain facts and concepts in the discipline of biochemistry and cell biology pertaining to the curriculum. The second objective is to ensure the students are adequately informed about the requirements and expectations of the academic environment at CWRU. In addition, the students have ample opportunity to familiarize themselves with the surrounding community.

Also presented are other didactics, testing-taking skills, strategies, medical terminology and statistics.

To date, the Summer Program has been very successful. Practically all the students who have attended the summer sessions have found it useful and have expressed satisfaction at the psychological and academic boost that they derived from participation.

Student Financial Assistance. We may waive the application fee. A special emergency loan fund is offered through a local organization of health providers. No minority student is denied admission because of financial incapability. Over 85% of our minority students are in need of financial assistance. Minority applicants are eligible for a half-tuition scholarship in addition to regular financial aid.

The Health Careers Enhancement Programs for Minorities, HCEM, is a six week enrichment program for minority college PreMed students. Case Western Reserve is one of six grantees in the Robert Wood Johnson Foundation Minority Medical Education Program. Students receive a stipend, plus room and board, and round trip airfare.

Support Systems. Medical Mentors: All entering minority students are matched with a minority alumnus or faculty person. The mentor serves as a role model and is available to counsel and advise the student. This one-on-one interaction enhances the student's adjustment to medical school life.

Student National Medical Association (SNMA). There is a very active chapter of the Student National Medical Association. Its members mentor undergraduate minority premeds, and students in the public schools. Study aids have also been developed for its members.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	110	55/55	54.5	16	9/7	68.8	4	2/2	.0	6	1/5	33.3
Accepted	20	12/8	90.0	4	2/2	100.0	0	0/0	.0	1	0/1	100.0
Matriculated	9	5/4	88.9	2	0/2	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	10	6/4	90.0	2	0/2	100.0	0	0/0	.0	0	0/0	.0
All Years	30	15/15	86.7	4	0/4	100.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	104	51/53	49.0	8	5/3	62.5	9	5/4	.0	7	2/5	57.1
Accepted	11	4/7	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	9	3/6	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	14	6/8	100.0	1	0/1	100.0	0	0/0	.0	0	0/0	.0
All Years	30	15/15	86.7	4	0/4	100.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	11	6
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	189	81/108	30.2	11	6/5	90.9	8	6/2	.0	10	6/4	20.0
Accepted	29	14/15	75.9	3	3/0	100.0	0	0/0	.0	1	0/1	100.0
Matriculated	21	9/12	85.7	2	2/0	100.0	0	0/0	.0	1	0/1	100.0
Enrolled												
First-Year	27	13/14	88.9	2	2/0	100.0	0	0/0	.0	1	0/1	100.0
All Years	75	30/45	88.0	9	8/1	100.0	1	0/1	100.0	1	0/1	100.0
1988-89												
Applied	186	74/112	31.7	12	7/5	41.7	16	9/7	.0	12	5/7	33.3
Accepted	22	10/12	72.7	2	2/0	100.0	0	0/0	.0	0	0/0	.0
Matriculated	15	7/8	80.0	2	2/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	17	9/8	82.4	2	2/0	100.0	0	0/0	.0	0	0/0	.0
All Years	75	30/45	88.0	9	8/1	100.0	1	0/1	100.0	1	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	16	16	16
American Indian	0	0	4
Mexican American/Chicano	0	2	2
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	0	0/0	.0	8	4/4	12.5	0	0/0	.0	0	0/0	.0
Accepted	0	0/0	.0	5	3/2	20.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	4	2/2	25.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	5	3/2	40.0	0	0/0	.0	0	0/0	.0
All Years	0	0/0	.0	17	12/5	47.1	0	0/0	.0	0	0/0	.0
1988–89												
Applied	0	0/0	.0	10	2/8	10.0	0	0/0	.0	0	0/0	.0
Accepted	0	0/0	.0	6	1/5	16.7	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	3	0/3	33.3	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	6	3/3	50.0	0	0/0	.0	0	0/0	.0
All Years	0	0/0	.0	17	12/5	47.1	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	0	0
American Indian	2	5	5
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Office of Minority Programs. The Associate Dean and other staff organize programs, monitor progress of the students, counsel, advise, and maintain the main support system—a critical mass of minority students.

University of Cincinnati College of Medicine

Address inquiries to
Mrs. Clarice Fooks
Assistant Dean
University of Cincinnati
College of Medicine
231 Bethesda Avenue
Rm. E-251, MSB, M.L. 552
Cincinnati, Ohio 45267
(513) 558-7314

Recruitment. The University of Cincinnati College of Medicine actively recruits minority and disadvantage students. Each year, representatives from the College will visit universities, premedical organizations, preprofessional advisors, and summer enrichment programs on a local, state and national level. The Med-MAR list published by the Association of American Medical Colleges after each MCAT is carefully reviewed and information about the College, the admissions process and financial aid is sent to many students participating in this program. To further introduce students to the exciting and unique educational experiences at the University of Cincinnati, the College has developed several summer enrichment program.

The Summer Premedical Enrichment Program (SPEP) provides exposure to a large university medical center and the opportunity to interact with our medical students and faculty. Through small group experiences, students strengthen analytical reasoning and problem solving skills necessary for taking the MCAT and essential for reading and studying in the basic and clinical sciences. Students are exposed to the clinical sciences through observation and participation in clinics in several area hospitals. Students will also have an introduction to the medical school curriculum through the study of the cardiovascular system and physiology. Students interested are encouraged to contact the College.

A second program offered by the College is a summer research experience for students participating in the Minority Access to Research Careers (MARC) Program. MARC is a national program and all students participating at the undergraduate level are eligible to apply. Students will participate in this unique research experience with our internationally renown faculty and may select research experiences from among several interesting topics.

Other recruitment activities include a Career Day Workshop and an Early Decision Workshop. The College and the Student National Medical Association (SNMA) sponsor an annual Career Day for high school and premedical students in Ohio and surrounding states. This program includes information about admissions, medical education, academic and support services and career planning. Current medical students, as well as physicians, provide an overview of the profession, and to share information and perceptions of the admissions process, the curriculum, student support services and financing your medical education. Students interested in medicine as a career are encouraged to participate.

Admissions. Although the University of Cincinnati is a state supported school, the College of Medicine will matriculate an entering class of more than 20% non-Ohio residents. The College encourages applications from non-Ohio students who are from diverse backgrounds and who will present a wide range of academic and personal experiences and talents.

The admissions process is one which seeks to obtain information about the whole person. All information is carefully evaluated before final decisions are made.

Initial Review. Significant factors which will affect the student's invitation to interview are: 1) Academic achievement evaluated by: grades; MCAT scores; research, independent study, academic recognition and honors received, and other factors which impact scholastic performance, e.g., employment during the school year. 2) Interpersonal skills are carefully evaluated through demonstrated interested in working with people through a variety of extracurricular or employment activities, sorority or fraternity activities, summer jobs and service oriented activities. 3) The committee looks closely for evidence of responsibility, leadership abilities and maturity. 4) Letters of evaluation which should portray the academic capabilities as well as more personal information such as integrity, ability to handle stress, self-confidence and resourefulness. 5) A realistic understanding of medicine as a career choice will be evaluated through involvement in health care experiences.

Interview/Final Selection. Once the applicant has been invited for an interview, they will meet with one member of the Admissions Committee. Final selection is based on a committee decision, letters of acceptance will be sent on or about the 15th of each month from October to May.

Early Decision Admissions Program. The University of Cincinnati has a very strong Early Decision Admissions Program. Each year we will evaluate close to 70 applicants through this program and will accept approximately 55% of the students. There are no special requiements for students participating in EDP such as higher grade point average or MCAT scores. All candidates who ae consider the University of Cincinnati as their first choice school and are good candidates may wish to consider this program.

Non-Acceptance Counseling. Counseling for students who are not accepted is available and encouraged. Personal and telephone interviews can be arranged to assist students who are interested in reapplication.

Academic Programs. The College is committed to the admission and graduation of students and has developed an extensive support program. An excellent staff of professional persons is available to work closely with students. There is free individual or group tutorial assistance available for all required courses. Academic skills are further enhanced by workshops, seminars, and individual counseling on test-taking strategies, comprehensive reading assessment, time management, note-taking, organization of information for long-term recall and National Board Review.

In addition to the above programs, the University of Cincinnati is a pioneer in a critical reading and thinking program. The program has been a model to several medical schools in the United States. Students will have the opportunity to work with our staff carefully evaluate their analytical and reading strengths and weaknesses and, while in medical school, remediate areas identified for enhancement.

Summer Programs. The College offers a Summer Prematriculation Program for all accepted students. New matriculants are strongly encouraged to take advantage of this 8-week program to maximize the opportunity for success during the regular school year. Statistics have shown that those students participating in this summer experience have been successful during the first year of medical school. The program offers the opportunity to take a medical school course which, when passed, will allow the student tohave one less course in the Fall Quarter of their first year in medical school. Academic support services and an introduction to the first year are also presented.

Student Financial Assistance. The application fee for disadvantaged students is waived upon request and documentation of need. Financial assistance in the way of travel expenses for the interview is not available due to the limitation of funds; however, the Office of Admissions will make arrangements for living accommodations for any student invited to interview. The applicant should request this assistance when confirming the interview time.

Financial assistance and counseling, once a student has matriculated, is the responsibility of the Office of Student Affairs working closely with the Financial Aid Committee. The College requires students to complete and submit the Graduate and Professional Student Financial Aid form (GAPSFAS) as the uniform needs analysis along with the University of Cincinnati Financial Aid Request form.

A Merit Scholarship has been established and will be offered to those students who present outstanding qualities and academic and/or personal achievement. Students are recommended for this scholarship by the Committee on Admissions.

The Office of Student Affairs is available to students who have any questions or concerns about financing their medical education and will make every effort to assist students in meeting their need.

Medical College of Ohio at Toledo

Address inquiries to
Dr. Barry L. Richardson
Associate Dean for Minority Affairs
Medical College of Ohio at Toledo
C.S. No. 10008
Toledo, Ohio 43699
(419) 381-3438

Recruitment. The staff of the Office of Minority Affairs visits junior high schools, high schools and community organizations, and colleges. Invitations are also extended to junior high, high school and college students to make orientation visits to the medical school individually or in groups. In addition, "Careers Day" activities are held periodically for area high school students and college students throughout the state of Ohio. Furthermore, the Associate Dean of Minority Affairs makes a number of recruiting trips on a national basis. The recruitment program is administered by the Associate Dean of Minority Affairs with participatory support from medical students and faculty. The Student National Medical Association (SNMA) is an integral part of this effort.

Admissions. Minority or educationally disadvantaged applicants are evaluated by the admissions committee which considers relevant cognitive and non-cognitive factors. The academic background is examined along with non-academic responsibilities, stated interest in medicine, manifestation of that interest, and potential contribution to the field. The Medical College of Ohio is committed to the goal of student body diversity. Minority faculty are represented on the Admissions Committee and its related activities.

Academic Aid Programs. A tutorial program utilizing medical students of demonstrated competence is available. A Study Management Center has been established to assist students in the development of academic skills. The Director, Dr. Rosalind Streichler, works in the areas of study techniques, preparation for and taking of tests and general academic counselling. A five year Flexible Curriculum Program for disadvantaged students was implemented in 1988. This allows eligible students to take a flexible course load while doing research with a faculty mentor.

Summer Programs. A six week Prematriculation Program for new matriculants to our school is administered each year from approximately July 15 through August 20. Faculty from the Departments of Anatomy, Behavioral Science, Biochemistry and Physiology present appropriate first year academic material providing the core of the program. Academic skills sessions are integrated into the program. This program presently has support through the Health Careers Opportunity Program and minority students are eligible for per diem financial support. In addition the Office of Minority Affairs administers a federally sponsored summer research program for minority high school students.

Student Financial Assistance. The application fee is waived if requested and documented through AMCAS or the undergraduate institution. The institution has established The Medical College of Ohio Scholarship Program. The value of these scholarships is in the range of $2000–5000 for the academic year and are conditionally renewable. Individuals from diversified backgrounds who demonstrate the potential for academic excellence will be considered.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	207	89/118	1.0	11	6/5	18.2	33	20/13	.0	13	8/5	.0
Accepted	26	7/19	.0	2	0/2	.0	1	0/1	.0	0	0/0	.0
Matriculated	16	5/11	.0	1	0/1	.0	1	0/1	.0	0	0/0	.0
Enrolled												
First-Year	19	6/13	.0	1	0/1	.0	1	0/1	.0	0	0/0	.0
All Years	62	22/40	.0	1	0/1	.0	3	0/3	.0	2	0/1	.0
1988-89												
Applied	213	97/116	.9	6	4/2	.0	35	21/14	.0	19	10/9	.0
Accepted	34	12/22	.0	0	0/0	.0	1	1/0	.0	1	1/0	.0
Matriculated	17	6/11	.0	0	0/0	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	19	7/12	.0	0	0/0	.0	0	0/0	.0	1	1/0	.0
All Years	62	22/40	.0	1	0/1	.0	3	0/3	.0	2	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	5	8
American Indian	0	0	0
Mexican American/Chicano	2	2	0
Mainland Puerto Rican	1	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	255	116/139	.8	6	3/3	16.7	26	20/6	.0	10	7/3	10.0
Accepted	32	9/23	.0	0	0/0	.0	2	2/0	.0	0	0/0	.0
Matriculated	10	3/7	.0	0	0/0	.0	2	2/0	.0	0	0/0	.0
Enrolled												
First-Year	11	3/8	.0	0	0/0	.0	2	2/0	.0	0	0/0	.0
All Years	34	12/22	.0	1	1/0	.0	3	2/1	.0	0	0/0	.0
1988–89												
Applied	232	122/110	1.3	9	4/5	.0	23	16/7	.0	7	3/4	.0
Accepted	20	10/10	5.0	0	0/0	.0	1	1/0	.0	0	0/0	.0
Matriculated	6	5/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	12	6/6	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	34	12/22	.0	1	1/0	.0	2	1/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	8	10
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	98	45/53	33.0	5	3/2	40.0	14	13/1	14.0	5	4/1	20.0
Accepted	21	8/13	.0	1	0/1	.0	1	1/0	.0	0	0/0	.0
Matriculated	10	3/7	20.0	0	0/0	.0	2	2/0	50.0	0	0/0	.0
Enrolled												
First-Year	14	7/7	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	42	21/21	.0	1	0/1	.0	5	4/1	.0	0	0/0	.0
1988–89												
Applied	156	76/80	28.0	3	2/1	.0	15	7/8	20.0	9	4/5	8.0
Accepted	23	12/11	.0	0	0/0	.0	3	2/1	.0	0	0/0	.0
Matriculated	13	7/6	62.0	0	0/0	.0	3	2/1	66.0	0	0/0	.0
Enrolled												
First-Year	13	7/6	.0	0	0/0	.0	3	2/1	.0	0	0/0	.0
All Years	42	21/21	.0	1	0/1	.0	5	4/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	3	6
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	1	0

Northeastern Ohio Universities College of Medicine

Address inquiries to
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Director of Minority Affairs
Northeastern Ohio Universities
College of Medicine
St. Rt. 44
Rootstown, Ohio 44272
(216) 325-2511

Recruitment. The College of Medicine primarily operates a six-year B.S./M.D. program. High school seniors are recruited for admission to the B.S./M.D. program. Individuals in this curriculum matriculate through a two-phase program. Phase I is undergraduate premedical studies. Phase II is medical school.

Recruitment is a cooperative effort among the Office of Minority Affairs and the Admissions Offices of our consortium universities. The College's minority recruitment efforts primarily take place in middle school and senior high school. The recruitment activities include motivational projects, campus visitation programs and student search services. The College of Medicine provides an opportunity for area middle school students to enroll in the Project 9×9 and for high school freshmen and sophomores to enroll in the Project MARS (Minority and Rural Students) program. These are complimentary seminar programs. Each is approximately ten weeks in duration. The projects introduce students to topics in the medical sciences and other health care professions. Individuals who provide instruction to the participants include health care professionals, basic science faculty, career counselors and medical students.

Approximately 20–25 students are admitted directly to Phase II of the curriculum each year. These are students who completed a baccalaureate degree prior to entry to medical school. Minority students are recruited for Phase II through the College's Office of Admissions and the Office of Minority Affairs. These efforts are assisted by the Student National Medical Association and area contact persons in the health professions. The College of Medicine uses search list, and campus visitation programs to accomplish this recruitment.

Admissions. The College of Medicine's Admissions Committee wants to increase the number of minority and rural students in medical education and practice. The committee is sensitive to the problems that minority students face with regard to standardized tests such as the MCAT. The Committee is provided with current information about minority student group performance on such measurements. The committee's membership also consist of a cross section of various racial/ethnic groups and the Director of Minority Affairs sits as a member of the committee.

Credentials of all individuals who identify themselves as minority applicants are reviewed prior to submission of a supplemental application. The College of Medicine sends correspondence to each applicant, which informs the applicant of his viability as a candidate for admissions. The screening takes place prior to review by the Admissions Committee. It supplements that committee's review.

The College of Medicine will waive the application fee for all applicants who qualify under the AMCAS fee waiver program.

Academic Aid Programs. The Academic Services Office in cooperation with the Admissions Office provides a pre-orientation program for newly admitted students. At that pre-orientation program each student's academic background is reviewed by personnel in the Academic Services Office and students meet with faculty members from the various basic science disciplines. Students are then advised as to any possible deficiencies in their academic foundations.

The College of Medicine offers a number of academic assistance activities. Upperclassmen are available as tutors for freshmen students. Faculty members are available for tutorials. The library facility contains self instructional computer assisted instruction. A learning skills specialist is available to assist students to evaluate and modify their study skills and study habits. College of Medicine staff are avaialble for time management training.

Each student is assigned to a faculty/peer group. These groups meet throughout the year on a weekly basis. The groups are designed to assist the College is orienting the group members to the campus and to help students to address individual concerns.

Summer Programs. The College of Medicine annually participates in the Summer Research Apprentice Program for minority high school students. The research program is funded through a grant from the National Institutes of Health. In the program, several high school students spend eight weeks in the summer working with faculty members in their laboratories. Each participant is between his junior and senior year of high school. Each participant is a potential applicant for the B.S./M.D. program at the College of Medicine.

Activities in the research program include: (1) Assisting faculty members and graduate students with health related research, (2) completing an individual research project, (3) participating in career counseling and college planning seminars and (4) visiting various departments at the campus.

Student Financial Assistance. The College of Medicine participates in the major national and statewide financial aid progams. The College awards a Bridge Fund Scholarship to each minority student who enters Phase I of the B.S./M.D. program. Each student in Phase I also draws upon the major scholarship programs at each consortium university.

The Fellowship and Awards Committee annually recommends minority students for receipt of the Links' Carolyn Woods Russell Scholarship and the Clarence Josephson Memorial Scholarship. The College also maintains a special minority student emergency grant fund. Annually the College participates in the Minority Student Assistance Award program funded by the Ohio Academy of Family Physicians. In addition to these programs the College of Medicine provides a low interest loan program for students attending the Northeastern Ohio Universities College of Medicine.

Other Pertinent Information. Project Boost is a special initiative by the Northeastern Ohio Universities College of Medicine. The project identifies and prepares graduating high school students from underrepresented groups in medicine for entry to the B.S./M.D. curriculum. The project places participants into a college freshmen curriculum which provides preparation for entry into the B.S./M.D. program. At the same time, the participants are completing coursework toward their baccalaureate degree. Project Boost provides academic, tutorial and counseling assistance. The project also provides financial assistance to help alleviate financial hardships which students may undertake to complete a medical education.

Inquiries should be addressed to the Office of Minority Affairs, Northeastern Ohio Universities College of Medicine.

Ohio State University College of Medicine

Address inquiries to
Leibert W. Morris
Director of Admissions
The Ohio State University
College of Medicine
270-A Meiling Hall
370 West Tenth Avenue
Columbus, OH 43210-1238
(614) 292-7137

Recruitment. Active recruitment of underrepresented minority students at the community, junior high school, high school, and undergraduate levels if conducted by members of the college administration, faculty, students, and alumni. Recruitment is coordinated through the Student Affairs Office, and the other health professional schools at the Ohio State University.

Admissions. All applicants for admission are evaluated by the Admissions Committee of the College of Medicine. Every effort is made to include individuals representative of all segments of society with a variety of backgrounds, medical career goals, and aspirations. Applications from underrepresented minority students are encouraged, and every effort is made by the Admissions Committee to assist students in becoming successful applicants. The Committee is made up of full-time faculty members of the College of Medicine.

Academic Support Programs. A strong academic support program is available to all students enrolled in the College of Medicine. The Academic Enrichment Office Staff can assist students who are experiencing academic difficulty, with assistance, study skills development, test taking development, and academic advising. The Aademic Program Committee for years one through four also offer a variety of academic support options for students as they progress through each of the four curriculum years.

Summer Pre-entry program. The College of Medicine offers an eight-week summer enrichment program for entering medical students in order to strengthen their academic background and skills prior to starting the first year mid-August. The Pre-Entry Program is designed for: 1) students who are non-science majors; 2) students who may need special preparation prior to beginning medical school; or 3) students who have been out of school for a period of time.

One of the major aims of the program is to increase the number of underrepresented minority group students graduating from the College of Medicine. Nationally, Black Americans, American Indian, Mexican Americans, mainland Puerto Ricans and individuals from low-income families are not adequately represented in medicine. This underrepresentation in medicine adversely affects the health care of these populations and the country.

Lecture, laboratory, and computer-assisted instruction in human gross anatomy, neuroanatomy, biochemistry, physiology, and medical terminology are offered. In addition, learning strategies and problem-solving seminars are included in the curriculum. Clinical experiences available are CPR, perceptorships, and research.

The program allows students to meet and become acquainted with their faculty and classmates. It also gives students time to acclimate to the medical school environment and the surrounding community.

A limited number of stipends for the program will be allotted to underrepresented minority students in financial need.

Student Financial Assistance. The Ohio State University Office of Financial Aid has a staff to counsel medical students and assist them in financial planning. There are university scholarships and grants available to underrepresented minority students. The National Medical Followships Inc. provides assistance to some first and second year students. All scholarships and grants awarded at the Ohio State University are made on the basis of demonstrated financial need. Financial aid in the form of loans is available, e.g. Stafford Student Loan, The Perkins Loan and the Health Professions Loan. Students are encouraged to begin financial planning for their medical school education early. If financial problems are anticipated, students are urged to contact the Office of Medical Student Affairs.

PostBaccalaureate Program. The College of Medicine offers a five-quarter Postbaccalaureate Program that is aimed at developing the academic knowledge base and skills of students prior to their application or reapplication to medical school so that they will be more competitive for and successful in medical school. The program is designed for individuals who have received a bachelor's degree and who: 1) have low undergraduate science grades and/or MCAT scores; 2) are non-science majors; 3) need a more in-depth science preparation; and/or 4) are in the process of changing careers.

The Postbaccalaureate Program curriculum begins with an eight-week summer component which is an intense science review and testing of biology, chemistry, and physics. Students are also provied with an assessment and instruction in reading, study strategies, and problem solving. This first phase of the program is intended to give students a profile of their academic strengths and weaknesses, learning style, and comprehension ability. All Postbaccalaureate Program students are required to take the MCAT in the fall after Phase I of the program.

Phase II of the program, beginning fall term, consists of lecture, laboratory, and computer-assisted instruction in cytogenetics, histology, anatomy, physiological chemistry, physiology, pharmacology, medical terminology, microbiology, and neuroanatomy. Problem-solving and learning strategies are also included in Phase II of the program. Courses will be selected according to individual student's backgrounds and academic records.

One of the aims of the program is to increase the number of underrepresented minority group members accepted into medical school. Nationally, Black Americans, American Indians, Mexican Americans, mainland Puerto Ricans and individuals from low-income families are not adequately represented in medicine. This underrepresentation in medicine adversely affects the health care of these populations and the country. The College of Medicine Admissions Committee will grant up to ten conditional acceptances into OSU medical school to underrepresented minority group applicants. This acceptance is dependent upon the applicant's successful completion of the Postbaccalaureate Program. Tuition waivers and some stipends are available to those students with conditional acceptance into the College.

Wright State University School of Medicine

Address inquiries to
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Coordinator of Special Projects
Wright State University
School of Medicine
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Dayton, Ohio 45401
(513) 873-2934

Recruitment. The school of medicine offers a number of programs intended to increase the number of minority students entering the medical profession. In order to reach minority students as early as possible, two summer programs are aimed at high school juniors and seniors. "Horizons in Medicine" provides both exposure to the medical sciences and also work experiences in area health care settings, while the "Research Apprentice Program" matches the interest of a promising student with that of a faculty member and provides an opportunity for experience in a research laboratory. At the college level, seminars and workshops are offered throughout the year to minority students in the area on topics concerning the medical profession and on the process of applying to medical school. Minority students enrolled in the school of medicine participate in the development and presentation of these seminars and workshops.

Admissions. Admission to the school of medicine is guided by a philosophy dedicated to increasing the number of students from racial, ethnic, and socioeconomic backgrounds underrepresented in medicine. The Admissions Committee considers not only the academic record, but, in addition, biographical and personal comments. An admissions decision is reached only after evaluation of an individual's interpersonal skills, motivation, maturity, dedication to human concerns and interest in medicine. The membership of the Admissions Committee includes not only full-time faculty, but, in addition, practicing physicians, undergraduate instructors and representatives from the local community. There is a significant minority representation on the committee.

Academic Aid Programs. In order to assist students in meeting the demanding standards for promotion and graduation, a degree of flexibility is permitted in scheduling curricular requirements. Students who need a slower paced curriculum in order to adjust to the rigors of medical school may request a schedule in which the requirements for graduation are completed in five years rather than the usual four years. For the individual who experiences difficulty with a particular subject, an opportunity to remediate usually exists during a two week period immediately following the course. Alternatively, students may enrich their learning by taking special electives during that time.

Students who need to improve their learning ability are supported by a special individualized program designed to help them improve skills such as time management, note-taking, organization and test-taking. Support in mastering subject matter of the freshman year is provided by an extensive peer tutorial system which is available to all students.

Summer Programs. In addition to the "Horizons in Medicine" and "Research Apprentice Program" described above which are available to high school students, an 8-week summer program is available to those college students who have been accepted and will enroll in the next freshman class at the school of medicine. This prematriculation program emphasizes preparation for the courses in biochemistry and gross anatomy, as well as improvement of learning skills.

Also, the school of medicine has received an HCOP grant entitled "Preparation of Minorities for Medical Careers," and the purpose of the program is to better prepare minority college students for successful entry and retention in medical school by academic intervention, improvement in learning skills and strengthening of adaptive skills desirable for coping with the rigors and environment of medical education.

Student Financial Assistance. Applicants whose AMCAS fee has been waived may request waiver of the Wright State application fee at the time they submit their supplementary applications. Financial aid is administered by the Office of Student Affairs/

Admissions of the School of Medicine in cooperation with the Office of Financial Aid of the university. Information concerning loans and scholarships available can be obtained from the Office of Student Affairs/Admissions. The local minority professional society awards several scholarships each year specifically to minority students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	26	8/18	52.0	3	2/1	33.3	2	1/1	50.0	0	0/0	.0
Accepted	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	4	1/3	100.0	2	0/2	100.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	23	15/8	.0	0	0/0	.0	3	1/2	33.3	4	2/2	50.0
Accepted	1	0/1	100.0	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Matriculated	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	4	2/2	100.0	2	0/2	100.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	2	1	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	193	79/114	2.1	8	4/4	25.0	19	13/6	.0	11	9/2	.0
Accepted	30	13/17	3.3	1	0/1	.0	2	1/1	.0	0	0/0	.0
Matriculated	16	7/9	6.3	0	0/0	.0	1	0/1	.0	0	0/0	.0
Enrolled												
First-Year	16	7/9	6.3	0	0/0	.0	1	0/1	.0	0	0/0	.0
All Years	59	29/30	3.4	0	0/0	.0	2	0/2	.0	1	0/1	.0
1988–89												
Applied	170	89/81	1.8	7	4/3	.0	17	7/10	.0	8	5/3	.0
Accepted	25	15/10	.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
Matriculated	18	8/10	.0	0	0/0	.0	0	0/0	.0	1	0/1	.0
Enrolled												
First-Year	24	10/14	4.2	0	0/0	.0	0	0/0	.0	1	0/1	.0
All Years	59	29/30	3.4	0	0/0	.0	2	0/2	.0	1	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	9	12
American Indian	0	0	1
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

The University of Oklahoma College of Medicine

Address inquiries to
Office of Student Affairs and Admissions
The University of Oklahoma
College of Medicine
P.O. Box 26901
Oklahoma City, Oklahoma 73190
(405) 271-2331

Recruitment. The University of Oklahoma Health Sciences Center has established the Office of Minority Student Services and Recruitment (MSSR) to handle and coordinate all recruitment activities for minority groups. College visits are regularly made through premed advisors, placement officers, and individual contacts or referrals. MSSR participates in career orientation seminars, job fairs, and other similar activities. Special recruitment films and slides are being developed. Student groups are also invited to visit the Health Sciences Center to expose and motivate individuals to the health careers. The Office of Student Affairs and Admissions also are available to assist students in making career choices.

Admissions. The Admissions Committee is designed to include representatives from minority groups. The potential of every candidate is carefully assessed to assure that the entering class will be representative and of the highest quality possible.

Academic Aid Programs. The College of Medicine has a student retention program in which faculty and students provide tutoring for students who experience academic difficulty.

MSSR provides additional tutorial services, guidance and counseling services, and referrals for financial and other needed services.

OUHSC has a Health Career Opportunity Program for minority and disadvantaged students. College students who have an interest in the health professions will be invited to spend the summer on the HSC campus preparing for application to the professional schools. Housing will be provided and each participant will receive a monthly stipend.

The Health Careers Pathway Program at the University of Oklahoma Health Sciences Center is designed to recruit, admit, retain and graduate students from disadvantaged and racial minority backgrounds who have an interest in an aptitude for health careers. There are two components of the Health Careers Opportunity Program (HCOP), they are: 1. Health Sciences Enrichment Institute, an eight week summer program designed to provide preliminary undergraduate education (non-academic) to participants. The program includes diagnostic skill development in reading and communication, course instruction in mathematics, and the basic sciences and field strips; 2. Pre-Admissions Workshop, designed to enhance the competitiveness of students applying to medical school. The workshop includes a review of the MCAT, communication skills which will involve videotaping of mock interviews and a general orientation to the health professions and health sciences environment; 3. Information may be obtained by contacting:

Health Careers Opportunity Program
Student and Educational Affairs
P.O. Box 26901
Oklahoma City, OK
(405) 271-2460

Student Financial Assistance. The Oklahoma Regent's Scholarship Fee Waiver provides scholarship support to entering minority students. The scholarships are awarded competitively on the basis of scholastic ability and financial need. Students may apply after their acceptance to the University.

The Oklahoma Rural Medical Education Loan and Scholarship Fund provides financial assistance to residents of Oklahoma who are engaged in the study of medicine and who have as their professional goal the practice of medicine in one of the smaller communities in the state. The Ungerman Trust provides monies for Black and American Indian students in medical school. The Professional Study Grant through the Oklahoma State Regents for Higher Education awards monies to students for their first 2 years of study. The Lucille Belknap Scholarship, The Reed-Winnie Scholarship, and the Culpepper Scholarship are available to American Indian students.

Additionally there are various state and federal monies available both as stipends and loans. Information regarding financial assistance may be obtained from:

Office of Financial Aid
University of Oklahoma
Health Sciences Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-2118

The College of Medicine does not as a practice provide financial help to any students for expenses associated with interviews.

Oregon Health Sciences University School of Medicine

Address inquiries to
Beth Britton
Director
Office of Multicultural Affairs
Oregon Health Sciences University
School of Medicine
3181 S.W. Sam Jackson Park Road
Portland, Oregon 97201-3098
(503) 494-7574

Recruitment. The Office of Multicultural Affairs and the Office of Admissions coordinate the University's recruitment activities. Cooperative efforts exist with middle schools, secondary schools, post-secondary schools (community colleges, universities) and community agencies which have health career education as one of its functions. Linkages are maintained with administrators and counselors throughout the state. Information, guidance and active encouragement are provided. Campus visits are offered to high school juniors and seniors and college students. Groups of students are invited to meet faculty and health care practitioners, see research labs, visit classrooms, and to find out more about the admission requirements. Special programs such as S.E.A.R.C.H., Seeking Education and Retaining Cultural Heritage (a high school mentorship program) and the Minority High School Research Apprenticeship Progam are targeted for ethnic students who represent groups considered underrepresented in the health sciences professions.

Admissions. A goal of the Admissions Committee is to consider for admissions qualified applicants from underrepresented groups. Candidates are reviewed by the School of Medicine Admissions Committee which consists of Basic Science and Clinical faculty (MD's, PhD's) and the Director of Admissions. The selection process is based on academic performance, growth of academic record, personal interview and significant personal qualities.

Academic Aid Programs. The teaching faculty in the School of Medicine are committed to supporting students who indicate that they are experiencing academic difficulty by arranging tutorials for especially troublesome courses. Additionally, the teaching faculty make themselves accessible to students by providing their university extensions and mailbox codes on course syllabi. Students may also choose to participate in assessment inventories for learning skills, styles, and attitudes through the Office of Multicultural Affairs. This program also provides individual and group instruction for critical thinking and study skill development. Psychological resources are available through the University's Student Health Services.

Student Financial Assistance. The Student Financial Aid Office provides assistance to all students in need. The Oregon Health Sciences University awards special scholarships for students from underrepresented ethnic minority groups. The Minority Achievement Scholarship is available to Oregon residents and pays all expenses for tuition and fees for up to five years. The OHSU also provides assistance for minorities from endowed scholarship programs. A cooperative effort between the Office of Multicultural Affairs and the Student Financial Aid Office seeks to identify sources of assistance available from private organizations and foundations.

Hahnemann University School of Medicine

Address inquiries to:
Fredericka E. Waugh
Director, The Resource System
Hahnemann University School of Medicine
Broad and Vine Streets
Mail Stop #447
Philadelphia, Pennsylvania 19102-1192
(215) 448-8333

Recruitment. Hahnemann's minority recruitment program is designed to identify and inform those people who are underrepresented in the medical profession, i.e. Black Americans, Puerto Ricans from the Mainland, Mexican Americans and American Indians. Recruitment activities include visitations to colleges, graduate and professional career awareness conferences. In addition, orientation visits to the medical school are provided to premedical advisors and student groups.

Admissions. All applicants must apply through the American Medical College Application Service (AMCAS), and request that their application along with their Medical College Admission Test (MCAT) scores be forwarded to Hahnemann. Upon receipt of these materials applicants will be requested to send an application fee. Those applicants who receive an AMCAS fee waiver can receive a Hahnemann application fee waiver with a written request from the applicant.

Letters of recommendation should be sent to the Admissions Office at Hahnemann. The Admissions Committee prefers a composite letter of recommendation submitted by the applicant's premedical committee or advisor. For applicants applying from schools that do not have this service, three letters of recommendation, preferably from professors in each of the following disciplines—biology, chemistry, physics and/or the applicant's major—are required.

Every applicant requesting minority status from one of the underrepresented groups mentioned above is referred to The Resource System (TRS). TRS works very closely with the Admissions Office in selecting applicants to be interviewed. While selection for an interview is based on standard admissions criteria, i.e. grades, test scores and letters of recommendation, noncognitive factors play a significant role in the selection process.

Once interviewed, the applicant is presented before the Subcommittee of the Admissions Committee. The subcommittee reviews the entire application taking into consideration such factors as race, motivation, educational and economic disadvantage. The recommendation of the subcommittee is presented before the full Admissions Committee and a decision on the applicant is made.

Academic Support Programs. Through The Resource System, Hahnemann offers an array of support services designed to maximize the retention of minority medical students. These support services include tutorial assistance, counseling, and a flexible curriculum (five-year program).

Tutorial assistance either from faculty or medical students is available to any student. Tutoring is done via small groups and/or individually.

Counseling when needed is provided by TRS staff and/or Hahnemann Student Counseling Center.

Summer Programs. The Resource System sponsors a pre-matriculant Summer Academic Enrichment Program (SAEP). The SAEP is designed to acclimate incoming minority medical students to the medical school. This is accomplished through didactic instruction in histology, physiology, and biochemistry. All courses are taught by Hahnemann faculty. The SAEP also provides learning skills instruction in the areas of time-management, exam-taking, note-taking, and memorization skills.

The SAEP is only available to those students who have been accepted to Hahnemann. There is no tuition charge, and students are provided room and board during the eight-week program. All books used during the SAEP are provided by the program and are the same books used during the regular academic year.

Student Financial Assistance. Hahnemann recognizes that without a commitment to assist students in meeting their financial need our efforts to recruit, admit, and graduate minority physicians would be fruitless. Therefore, the institution does provide financial aid assistance to those minority disadvantaged students admitted. This assistance is in the form of tuition scholarships, i.e. tuition waivers. Tuition waivers are awarded to students based on their financial need as determined by the Graduate and Professional School Financial Aid Service (GAPSFAS). Once a student's financial need is determined the Financial Aid Officer works in an effort to see that the need is met.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	174	81/93	1.1	5	4/1	.0	4	2/2	.0	1	1/0	.0
Accepted	12	4/8	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	12	4/8	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	14	5/9	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	46	18/28	.0	1	0/1	.0	1	1/0	.0	0	0/0	.0
1988–89												
Applied	135	70/65	.7	2	0/2	.0	9	5/4	.0	6	3/3	16.7
Accepted	17	6/11	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	12	4/8	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	16	5/11	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	46	18/28	.0	1	0/1	.0	1	1/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	12	2	10
American Indian	1	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	27	13/14	30.0	21	11/10	67.0	12	8/4	.0	3	2/1	.0
Accepted	10	4/6	60.0	8	5/3	75.0	2	2/0	.0	0	0/0	.0
Matriculated	7	4/3	57.0	6	5/1	83.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	8	4/4	50.0	6	5/1	83.0	1	1/0	.0	0	0/0	.0
All Years	26	11/15	69.0	23	15/18	74.0	3	3/0	.0	2	0/2	.0
1988-89												
Applied	43	23/20	61.0	12	7/5	.0	7	4/3	57.0	2	0/2	50.0
Accepted	9	3/6	56.0	5	3/2	.0	1	1/0	100.0	0	0/0	.0
Matriculated	7	2/5	83.0	2	1/1	.0	1	1/0	100.0	0	0/0	.0
Enrolled												
First-Year	7	2/5	83.0	3	2/1	.0	1	1/0	100.0	0	0/0	.0
All Years	24	11/13	88.0	23	14/9	4.3	2	2/0	100.0	2	0/2	50.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	7	6	5
American Indian	12	5	4
Mexican American/Chicano	2	1	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	18	6/12	22.0	9	5/4	11.1	16	11/5	6.0	0	0/0	.0
Accepted	1	0/1	100.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	100.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	1	0/1	.0	0	0/0	.0	0	0/0	.0
All Years	2	1/1	100.0	1	0/1	.0	3	1/2	100.0	1	1/0	.0
1988-89												
Applied	17	7/10	24.0	10	4/6	10.0	19	10/9	16.0	2	0/2	.0
Accepted	3	1/2	100.0	1	0/1	100.0	1	1/0	100.0	0	0/0	.0
Matriculated	3	1/2	100.0	0	0/0	.0	1	1/0	100.0	0	0/0	.0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	.0	1	1/0	100.0	0	0/0	.0
All Years	5	2/3	100.0	0	0/0	.0	4	2/2	100.0	1	1/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	1	0
American Indian	0	0	0
Mexican American/Chicano	0	2	0
Mainland Puerto Rican	0	0	1

Jefferson Medical College of Thomas Jefferson University

Address inquiries to
Associate Dean of Student Affairs
and Minority Affairs
Jefferson Medical College
1025 Walnut Street, Room 106
Philadelphia, Pennsylvania 19107
(215) 955-6763

Recruitment. Jefferson Medical College is sensitive to the problems of minority and other disadvantaged students. We encourage students from Black colleges and out-of-state residents to apply. We actively recruit qualified applicants from minority groups which are underrepresented in American medicine. Included in these groups are Americans, American Indians/Alaskan Natives, Mexican Americans, and Mainland Puerto Ricans.

The Section on Minority Affairs of the Office of Student Affairs provides information regarding opportunities in health professions, counseling, assistance with the admission process, coursework planning, and maintains liaison with college and high school guidance counselors. We try to ease the transition from undergraduate school to medical school.

Jefferson Medical College participates in a Thomas Jefferson/South Philadelphia High School program as a means of producing future potential minority medical school applicants. Several high school students are awarded Summer Biomedical Research Apprenticeships in cooperation with the National Institutes of Health. We maintain cooperative programs with area undergraduate colleges and send representatives to the Harvard Summer Program and other similarly designed programs for recruitment.

Admissions. Jefferson Medical College participates in AMCAS (American Medical College Application Service). We encourage minority students from all states to apply for admission and urge them to identify themselves on the AMCAS application form. All minority applications are reviewed and a determination is made on which minority students receive an invitation for interview. Actions on all applicants are taken by the Admissions Committee.

Academic Aid Programs. After matriculation, departments in which any student experiences academic difficulty provide tutorial help. We have computerized assisted and traditional faculty tutorial programs for those who need academic reinforcement. Any academic adjustment required on an individual basis is arranged through the Office of Medical Education with cooperation of the Committee on Student Promotion.

Student Financial Assistance. All students at Jefferson Medical College in financial need are aided from the school's regular student financial aid funds. However, minority and disadvantaged students have additional sources available to them provided through the personal generosity of members of the Board of Trustees and some foundations.

Waivers of Jefferson's application fee are accepted if AMCAS has previously granted a fee waiver.

Other Pertinent Information. The Student National Medical Association has an official chapter at Jefferson Medical College. The SNMA holds regular meetings to discuss problems and to disseminate general information of mutual concern to minority students.

Medical College of Pennsylvania

Address inquiries to
Carl Ealy
Director of Minority Affairs
The Medical College of Pennsylvania
330 Henry Avenue
Philadelphia, Pennsylvania 19129
(215) 842-/6484

Recruitment. The Medical College of Pennsylvania has a strong commitment to the recruitment, retention, and graduation of minority and disadvantaged students. To aid in carrying out its goal of increasing the percentage of minorities in Medicine, the College has formed a Division of Minority Affairs in its Office of Student Affairs. The Director of Minority Affairs visits selected college campuses and participates in numerous career day programs and health career summer programs. Other senior administrative personnel, faculty, and students are also involved in the recruitment and retention process. The College is also in contact with high school students and college students through its affiliation with organizations (e.g. AFNA, ASPIRA) devoted to preparing, encouraging and pro viding motivations for minority students interested in careers in Medicine and the Sciences. Applicants are encouraged to contact the Director of Minority Affairs if they have questions about medical school programs or if they would like to visit the campus.

Admissions. Application is through the AMCAS system. Only completed applications are considered. Fee waivers are granted upon request to applicants who have been approved for an AMCAS fee waiver. The applicant's academic record is of course a factor in selecting those who will be called for interview; however, numerous non-cognitive factors are taken into consideration in selecting students, such as motivation, maturity, perseverance, concern for others. All applicants are reviewed by the full medical student Admissions Committee, which is composed of twelve full time faculty members and includes minority representation. The Director of Minority Affairs is a member of the Admissions Committee. State of residence is not a con sideration in selecting students.

Academic Aid Programs. The office of Student Affairs in conjunction with the office of Medical Education has developed several academic and personal support programs which are available to all students. (1) Faculty Advisory System. Each student is assigned a faculty member who meets with the student periodically to discuss academic or personal concerns. (2) Program for Academic Support (PASS). Student can obtain academic counseling, study skills analysis and coaching in test taking skills. (3) Tutorial Support Program (TSP). Students having difficulty in medical subjects may obtain tutoring on an individual basis from advanced medical or graduate students who are specifically chosen for their level of knowledge and their teaching skills.

Students at the college have found that the teaching faculty is readily available and willing to provide additional academic assistance when needed.

Student Financial Assistance. Financial aid is determined on the basis of need as assessed by GAPSFAS. The Director of the Financial Aid Office provides counseling to each student and develops a financial aid package commensurate with the needs of the individual student. The Financial Aid Office also helps students obtain funds from private sources and advises students on the repayment of the student loans. Waivers of application fees are granted to students who have been approved for AMCAS fee waivers. Beginning with the 1990–91 academic year, the medical college will provide three full minority merit scholarships. Applicants have to meet the criteria established by the Admissions Committee in order to be considered for one of the scholarships.

Pennsylvania State University College of Medicine

Address inquiries to
Dr. Alphonse E. Leure-duPree
Associate Dean for Academic Achievement and
Director of Special Programs
The Pennsylvania State University
College of Medicine
Post Office Box 850
Hershey, Pennsylvania 17033
(717) 531-8651

Recruitment. The Pennsylvania State University College of Medicine is actively involved and strongly committed to the recruitment of minority groups which are underrepresented in medicine. The recruitment program includes:

1. Visitations by faculty and students to high schools and universities in Pennsylvania and neighboring states. During 1988–89 approximately ten schools were visited.
2. Orientation visits to medical schools. Students, faculty, and administrators host groups of interested minority students who visit our campus.
3. National minority conferences and workshops. Faculty and students are registrants and participants in national conferences and workshops.
4. Career days. School representation is apparent at selected career day programs.

Admissions. Although there is neither a separate Admissions Committee nor a separate policy employed in the selection of minority students, the Committee recognizes and gives consideration to special features of an applicant's background and experience. There is minority representation on the Medical Selection Committee, and both minority faculty and currently enrolled students are participants in the candidate's interview schedule. No student is admitted who cannot, in the judgment of the Committee, complete the graduation requirements and fulfill our academic standards.

Academic Aid Programs. Associate Dean of Academic Achievement, and Director of Special Programs and the course directors work together to identify students who may be experiencing academic difficulty. Students can obtain individual tutorial assistance or group tutorial help. Computerized assistance is also available in selected courses. In addition, each student has a faculty advisor who is an important part of the educational system. The faculty advisor is a source of general support of students in the areas of academic, personal, and social counseling. Study skills, time management, and stress management programs are also available. A restructuring of the student's curriculum may also be employed to assist in mastery of course material.

Summer Programs. The Pennsylvania State University College of Medicine does not offer a summer academic reinforcement program. Individual emplolyment opportunities may be available.

Student Financial Assistance. In addition to need-based financial aid, the school provides Dean's Scholarships ($5,000–$10,000 for four years) to competitive minority applicants who have been accepted.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	416	178/238	11.1	13	11/2	23.1	46	31/15	.0	41	24/17	7.3
Accepted	50	21/29	12.0	1	1/0	.0	6	4/2	.0	4	3/1	25.0
Matriculated	17	8/9	5.9	1	1/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	19	11/8	10.5	1	1/0	.0	0	0/0	.0	0	0/0	.0
All Years	68	34/34	10.3	2	2/0	.0	3	1/2	.0	5	0/5	.0
1988-89												
Applied	430	192/238	10.9	10	5/5	20.0	40	21/19	2.5	43	21/22	2.3
Accepted	53	21/32	15.1	1	1/0	.0	3	2/1	.0	8	4/4	.0
Matriculated	12	3/9	.0	0	0/0	.0	0	0/0	.0	2	0/2	.0
Enrolled												
First-Year	20	7/13	.0	0	0/0	.0	0	0/0	.0	2	0/2	.0
All Years	68	34/34	10.3	2	2/0	.0	3	1/2	.0	5	0/5	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	12	7	17
American Indian	0	1	0
Mexican American/Chicano	2	1	0
Mainland Puerto Rican	0	2	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	186	80/106	1.1	13	11/2	7.7	36	27.9	.0	34	22/12	.0
Accepted	27	12/15	0.3	5	4/1	0.4	10	6/4	.0	12	7/5	0.2
Matriculated	8	4/4	0.5	2	2/0	.0	1	0/1	.0	1	1/0	.0
Enrolled												
First-Year	8	4/4	0.5	2	2/0	.0	2	0/2	.0	1	0/0	.0
All Years	23	12/11	0.3	3	3/0	.0	7	5/2	.0	8	5/3	.0
1988–89												
Applied	210	101/109	0.5	11	7/4	9.1	33	21/12	.0	28	16/12	.0
Accepted	26	11/15	0.3	3	2/1	0.3	7	6/1	0.1	10	6/4	0.1
Matriculated	9	5/4	0.2	0	0/0	.0	1	1/0	.0	0	1/0	.0
Enrolled												
First-Year	11	6/5	0.5	0	0/0	.0	1	1/0	.0	1	1/0	.0
All Years	28	14/14	0.3	2	2/0	.0	6	4/2	.0	4	2/2	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1990

Minority Group	1987–88	1988–89	1989–90
Black American	4	3	5
American Indian	1	0	0
Mexican American/Chicano	1	1	2
Mainland Puerto Rican	4	3	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	236	74/162	22.5	9	6/3	33.3	32	20/12	.0	31	16/15	12.9
Accepted	31	7/24	32.3	1	1/0	100.0	1	0/1	.0	8	3/5	50.0
Matriculated	9	0/9	44.4	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	11	0/11	45.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	28	5/23	39.3	1	1/0	.0	2	1/1	.0	7	0/3	28.6
1988-89												
Applied	208	92/116	20.7	4	1/3	25.0	27	15/12	3.7	25	11/14	8.0
Accepted	24	12/12	37.5	0	0/0	.0	5	3/2	20.0	3	2/1	.0
Matriculated	6	3/3	33.3	0	0/0	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	8	3/5	25.0	0	0/0	.0	0	0/0	.0	1	1/0	.0
All Years	28	5/23	39.3	1	1/0	.0	2	1/1	.0	7	4/3	28.6

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	5	7	5
American Indian	1	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	1	1	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	112	46/66	33.9	7	6/1	14.3	14	8/6	.0	14	9/5	21.4
Accepted	19	11/8	31.6	1	1/0	.0	0	0/0	.0	1	0/1	.0
Matriculated	1	1/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	15	6/9	38.9	1	0/1	.0	2	2/0	.0	0	0/0	.0
1988–89												
Applied	160	54/106	23.1	11	5/6	18.2	13	5/8	7.7	19	12/7	10.5
Accepted	16	8/8	50.0	0	0/0	.0	1	1/0	100.0	4	3/1	25.0
Matriculated	6	2/4	25.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	9	4/5	25.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	19	9/10	38.9	1	0/1	.0	1	0/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	1	5
American Indian	0	1	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	0	0	0

University of Pennsylvania
School of Medicine

Address inquiries to
Dr. Helen O. Dickens
Associate Dean, Minority Affairs
(215) 662-3315
or
Dr. Karen E. Hamilton
Assistant Director, Minority Affairs
University of Pennsylvania
School of Medicine
1 Medical Education Building
36th and Hamilton Walk
Philadelphia, Pennsylvania 19104
(215) 898-4409

Recruitment. The Office of Minority Affairs is directly responsible for the recruitment of students from minority groups which are underrepresented in American medicine. Recruitment efforts are both short- and long-term. Short-term efforts are directed toward college juniors and seniors who will be applying to medical school. Long-term efforts include career counseling of college freshmen, sophomores, and high school students. The Minority Affairs staff and whenever possible, enrolled minority students recruit at selected colleges and universities throughout the country to speak with students interested in a career in medicine.

In addition, the Office of Minority Affairs sponsors luncheons for minority applicants invited to admissions interviews. The Director of Admissions, the Vice Dean for Education, minority students and often minority faculty members attend in order to provide information about policies and procedures, curriculum, research opportunities and student life.

The Office of Minority Affairs also serves as host to student groups from various undergraduate colleges and community organizations interested in the School of Medicine. Currently, it is involved in the AFNA Program (The American Foundation of Negro Affairs) and ASPIRA, Inc. of Pennsylvania. Information is provided regarding undergraduate courses needed to prepare for medical school, financial aid and housing.

Admissions. The Office of Minority Affairs works with the Admissions Office to facilitate applications from minority students to the School of Medicine. The Associate Dean for Minority Affairs, minority faculty and enrolled students participate on the Interviewing Panel and the Admissions Committee. While assessing an applicant's undergraduate academic performance, the Committee also gives consideration to special features of background and experience which may contribute to a candidate's potential for a medical career. The Admissions Committee will not admit any student who is believed to be unable to complete our curriculum. It is noteworthy that only five minority students have been dismissed from the School of Medicine since the Office of Minority Affairs was established in 1968.

Academic Aid Programs. The Associate Dean for Student Affairs and the course directors work together to identify any student who may be experiencing academic difficulties. If a student fails a course, he or she has the opportunity to take another exam or, if indicated, repeat the course. Faculty members are available to those students who wish academic reinforcement. Moreoever, Minority Affairs administrators serve as academic advisors for the minority students.

The Office of Minority Affairs and the enrolled minority students have developed academic programs in the form of review sessions for the basic science courses, lectures, case presentation seminars, neighborhood health awareness workshops which enhance the curriculum. These programs are continuous and are designed to foster interaction between minority students and the minority medical community.

Counseling. Since counseling is an integral part of our retention efforts, the Associate Dean and the Director for Minority Affairs are informed and responsible advisors. They offer counseling in all areas: personal, financial, residential, socio-cultural as well as academic. Further, each entering freshman is assigned to an upperclass student advisor the summer prior to matriculation. All medical students are also assigned a basic science faculty advisor and a clinical science faculty advisor in accordance with the school's advisory system.

Student Financial Assistance. Financial aid is determined on the basis of need, for all students, after being accepted into our program. The amount available in the School of Medicine's financial aid sources. In most instances, students receive financial assistance which includes university scholarships and loans, and loans obtained from non-University sources. It should be noted that no student has ever been dismissed from the School of Medicine for financial reasons.

University of Pittsburgh School of Medicine

Address inquiries to
Dr. Nancy Washington
Assistant Dean for Minority Affairs
The University of Pittsburgh
School of Medicine
Scaife Hall
Pittsburgh, Pennsylvania 15261
(412) 648-8973

Recruitment. The Assistant Dean for Student Affairs, the Student National Medical Association and faculty participate in the recruitment of minority students. Visits are made to minority and majority colleges as well as summer programs for recruiting purposes. The Premedical Committee of our own university encourages undergraduate minority students to apply. Applicants are invited each year for a day in Pittsburgh to meet other students, to be interviewed, to tour the school, and to meet our faculty.

There are occasional visits to high schools. Tours at the medical school are arranged for college and high school students. These activities are carried on principally by the Assistant Dean of Student Affairs. In addition, an Explorers Program composed mostly of local high school students, meets throughout the year at the medical school for a variety of medically related experiences.

Admissions. The composition of the eighteen-member Admissions Committee included black faculty who are practicing physicians and receive no recompense from the University. The Assistant Dean of Student Affairs screens applicants and participates in the committee's selection of candidates. Life experiences, essay, MCAT scores, recommendations, and grade point averages are reviewed by the committee in its selection process.

Academic Support Programs. Any enrolled student at the University of Pittsburgh School of Medicine who requests extra help, tutoring, or special seminars receives such assistance as a matter of routine. Also, faculty and/or administrators recommend tutoring to students who appear to need help. Both students and faculty offer tutoring services. The student who encounters difficulty during the first year may drop one course in the second semester and complete the course requirements at a later time. The student also has the option to repeat the entire first year. The program provides help in sharpening learning skills and in individual counseling as needed. Evaluation procedures are flexible and constant guidance is maintained. The Retention Committee is responsible for identifying and remedying difficulties before failure occurs.

Summer Program. The medical school funds an eight-week Summer Enrichment Program for undergraduate college minority disadvantaged students interested in a medical career. While rising seniors and juniors are sought, other college students are also enrolled.

Summer Prematriculation Program is a six week summer program which provides an academic orientation to the medical school for newly admitted students which will facilitate their transition to medical school. The program includes first year-first term courses—gross anatomy, histology, and biochemistry. Additionally, learning skills such as note taking, memorizing, how to take examinations (essay and K type questions), and time management are emphasized.

Student Financial Assistance. The National Medical Fellowships provides support for first and second-year minority students. All students are awarded loans on the same basis. Determination of these awards are made on the basis of special problems, total indebtedness, and total need of each student. These loans are awarded by the School of Medicine.

Other Pertinent Information. The Student National Medical Association sponsors a Guest Lecturer Series to focus attention on the contributions Blacks have made in academic, clinical, and administrative medicine. The lecture series provides role models for minority students at Pittsburgh and broadens the experience of the entire medical school community. The school administration and faculty contribute financially and offer personal support for this program.

Temple University School of Medicine

Address inquiries to
Charles S. Ireland, Jr.
Assistant Dean
Temple University
School of Medicine
3400 North Broad Street
Philadelphia, Pennsylvania 19140
(215) 221-3653

Recruitment. Temple's RAR (Recruitment, Admissions, and Retention) Program actively recruits prospective medical students by making scheduled visits to undergraduate colleges and universities primarily in the mid-Atlantic region. Seminars are conducted with minority premedical societies, fraternities and sororities, and other student groups, providing them with comprehensive information on premedical requirements, course selection, and medical school application procedures in general.

These campus visits give interested students an opportunity to become familiar with Temple's particular medical curriculum, the criteria applicants should meet in order to be favorably considered for admission, and the nature of the experiences they can expect during their four years of training. Invariably, the RAR staff is called upon to counsel applicants about their financial aid and housing requirements and other personal and academic needs which require some planning.

The RAR program staff and minority medical students work closely with prospective medical students to heighten their awareness of the full scope of the RAR Program's services. Relationships are maintained with all campuses and groups to aid in the continuous development of future prospective applicants. Printed materials about RAR and Temple University School of Medicine are distributed to college counseling centers and placement offices, to student organizations, and to interested individuals. These and other forms of communication enable RAR to build rapport among college underclassmen. Any assistance that RAR can provide to advance a student's undergraduate academic progress toward the successful completion of a premedical or related program is gladly given.

A primary recruitment objective is to make sure that minority students obtain a realistic picture of what is involved in medical education. Following campus visits, prospective applicants are encouraged to maintain contact with the RAR Program. Many students spend a day or more at Temple touring the facilities and attending classes with first-year medical students. These arrangements can be made on an individual or group basis simply by contacting the Program. Recruitment is a continuous process that terminates only with an applicant's admission to medical school—Temple or another—or the crystallization of plans to pursue an alternative career.

Admissions. RAR Program staff assist in the processing of all applications from minority group students to the point where a decision regarding their admission is made by the school's Admissions Committee. Another service provided by the RAR staff is the positive profile that is developed for minority applicants for presentation to the Admissions Committee along with the regular application documents. The profile highlights the applicant's personal strengths and assets, and describes background circumstances so that the Committee has a composite impression of the candidate. Minority faculty and students serve on the Admissions Committee, and RAR staff members serve as resource persons to the Committee.

Academic Aid Programs. Temple's retention services include individual support to all enrolled students during the entire term of their medical education. Students utilize counseling services related to meeting the demands of personal, financial, social, cultural, and academic dimensions of their lives. Counseling services are available at the point of admission and continue to graduation. RAR staff develops and coordinates specialized activities to sharpen some students' learning techniques such as note-taking, reading, study habits, and test-taking. The staff also participates in the school's two retention subcommittees.

Summer Programs. Temple conducts the Summer Educational Reinforcement Activity (SERA). This is a voluntary program offered to all incoming minority and other selected freshmen to familiarize them with the School of Medicine. SERA is conducted during the months of June and July as a "dry run" of what is involved in the first year of medical training. In the first week of this seven-week program, students are acquainted with the overall setting of the School of Medicine including minority faculty, staff, alumni, and upperclassmen. During the remaining six weeks, students are taught segments of actual first-year courses such as anatomy, biochemistry, and physiology. At the same time, students are able to sharpen study techniques, orm study groups with other minority students, and avail themselves of the wide range of academic resources in the School of Medicine. Each student receives help with any preenrollment problems that might occur such as housing, employment for a spouse, and child care.

Student Financial Assistance. Financial aid in the form of grants and loans is available to all minority students who show need. Individual attention is given to each applicant.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	285	129/156	9.8	10	7/3	20.0	43	26/17	.0	44	28/16	4.5
Accepted	34	18/16	2.9	2	2/0	.0	4	1/3	.0	11	9/2	.0
Matriculated	10	3/7	.0	0	0/0	.0	1	0/1	.0	8	7/1	.0
Enrolled												
First-Year	12	5/7	0	0	0/0	.0	1	0/1	.0	8	0/1	.0
All Years	40	15/25	15.0	2	2/0	.0	8	4/4	.0	16	0/2	.0
1988-89												
Applied	314	142/172	10.5	10	6/4	20.0	48	25/23	2.1	31	19/12	3.2
Accepted	33	12/21	24.2	2	2/0	.0	6	1/5	.0	7	4/3	14.3
Matriculated	8	3/5	37.5	1	1/0	.0	2	0/2	.0	1	1/0	.0
Enrolled												
First-Year	11	4/7	27.3	1	1/0	.0	2	0/2	.0	4	—	.0
All Years	40	15/25	15.0	2	2/0	.0	8	4/4	.0	16	—	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	6	6	13
American Indian	0	1	1
Mexican American/Chicano	1	0	5
Mainland Puerto Rican	1	3	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	265	120/145	9.1	8	6/2	25.0	19	13/6	.0	17	10/7	11.8
Accepted	33	18/15	24.2	0	0/0	.0	2	2/0	.0	0	0/0	.0
Matriculated	14	8/6	28.6	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	17	10/7	23.5	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	49	28/21	30.6	0	0/0	.0	0	0/0	.0	1	0/1	.0
1988–89												
Applied	274	138/136	12.8	6	2/4	16.7	15	10/5	6.7	8	4/4	12.5
Accepted	32	15/17	21.9	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	11	4/7	36.4	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	17	10/7	41.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	49	28/21	30.6	0	0/0	.0	0	0/0	.0	1	0/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	11	12
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	481	218/263	11.2	11	7/4	27.3	33	20/13	.0	40	25/15	10.0
Accepted	81	36/45	21.0	2	2/0	100.0	7	5/2	.0	16	11/5	25.0
Matriculated	21	8/13	47.6	1	1/0	100.0	0	0/0	.0	7	4/3	42.9
Enrolled												
First-Year	28	12/16	50.0	1	1/0	100.0	0	0/0	.0	7	0/3	42.9
All Years	91	29/62	37.4	1	1/0	100.0	3	2/1	33.3	14	0/6	35.7
1988-89												
Applied	475	200/275	10.7	8	7/1	12.5	20	16/4	5.0	39	20/19	7.7
Accepted	91	35/56	25.3	0	0/0	.0	3	3/0	33.3	16	8/8	12.5
Matriculated	22	9/13	31.8	0	0/0	.0	1	1/0	.0	4	2/2	25.0
Enrolled												
First-Year	30	10/20	40.0	0	0/0	.0	1	1/0	.0	6	2/4	33.3
All Years	91	29/62	37.4	0	0/0	.0	3	2/1	33.3	14	8/6	35.7

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1988

Minority Group	1987-88	1988-89	1989-90
Black American	16	20	22
American Indian	0	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	2	3

Ponce School of Medicine

Address inquiries to
Dr. Victor Madera
Dean of Administration
Ponce School of Medicine
P.O. Box 7004
Ponce, Puerto Rico 00732
(809) 840-2551

Recruitment. Due to the fact that in Puerto Rico there is no division by ethnic groups, there is no "minority students" classification. Specific information is provided to all public and private colleges and universities, particularly those with pre-med programs, on requirements for admission of the Ponce School of Medicine. The same information is provided to any applicant residing in the continental United States of America.

Admissions. The following criteria are considered by the Admission Committee: 1) GPA, 2) MCAT scores, 3) grade point average in science courses, 4) interview by the Admissions Committee members, 5) bilingual ability (English and Spanish). Out of state students must be able to understand and speak Spanish.

Academic Aid Programs. Special retention programs are designed for Ponce School of Medicine students after careful evaluation by the Promotion Committee, the Academic Dean, and the final approval of the Dean of the School.

Summer Programs. No summer programs are offered by the school. Specific subjects may be offered if needed by students of the Ponce School of Medicine.

Student Financial Assistance. Limited student financial aid is provided to selected deserving students after their first year. Student Financial Aid Office assists all qualified students with applications to available state and federal student financial aid programs.

Other Pertinent Information. The Ponce Medical School Foundation is a non-profit organization with the purpose of operating the Ponce School of Medicine, formerly the Catholic University of Puerto Rico. The Ponce Medical School Foundation took over the operations of the School of Medicine on July 1, 1980, under the government of a Board of Trustees.

The Ponce School of Medicine, located at Ponce, Puerto Rico, the second largest city of the island, has established that applications for admission are considered on the basis of the qualifications of each applicant without regard to race, age, color, creed, sex, national origin, or physical handicaps. Students, faculty, and staff are assured of participation in programs and in the use of facilities of the school without discrimination.

University of Puerto Rico School of Medicine

Address inquiries to
Office of Student Affairs
University of Puerto Rico
School of Medicine
G.P.O. Box 5067
San Juan, Puerto Rico 00936
(809) 758-2525

Recruitment. The school of medicine participates in recruitment activities with the Medical Sciences Dean of Student Affairs Office. The activities on health professions study offerings consists of an annual career day and series of field visits to island wide academic centers. In addition, a recruitment and orientation program for candidates for admission to our medical school has been developed by the Admissions Committee and the Office of Student Affairs of the School of Medicine. The program, which consists of offering information about the medical profession and the school admission requirements, includes visits to all interested colleges and universities. Students are also encouraged to visit the Medical Science Campus to meet with the medical students and the school faculty, and to get acquainted with the school program and facilities. Arrangements for these visits can be made through the Office of Student Affairs.

Admissions. Candidates are admitted to the freshman class on a competitive basis. The admissions process utilizes a formula that takes into consideration academic and non-academic factors. The academic factors include the general and science grade point average and the MCAT scores. To assess the applicant's skills and attributes, the Admissions Committee requires an evaluation by premedical advisors or recommendations from three professors and a personal interview conducted by a school faculty member according to established guidelines.

The Admissions Committee is composed of faculty members representing the basic and clinical sciences, and student representatives. The Dean of Students of the Medical Sciences Campus and the Dean of the School of Medicine are ex-officio members of the committee.

Academic Aid Programs. A pre-orientation program for new matriculants is offered in June by the medical students and an orientation program is held during the first week of August. Both orientation programs are designed to acquaint the freshman class with the school's academic program, the methods of evaluation, the different services available to students and with the faculty, administration and student body.

The academic performance of each student is followed throughout the year by a Committee on Advancement appointed by the Dean for each educational level. These committees recommend the student's promotion or advise on other alternatives such as faculty advisement, remedial work, re-evaluations, and/or repetition of part or all of a year of studies.

The Office of Student Affairs provides orientation and counseling services to all students whose interpersonal problems interfere with their academic performance. Study skills services are made available to interested students. Faculty member advisors are appointed since the first year and students may request, according to their individual preferences, advice and/or tutorships from their basic or clinical sciences faculty. Psychological testing and psychiatric consultation are also available through the Student's Health Service.

Student Financial Assistance. Financial assistance is available for eligible qualified students from university, state, and federal government loan funds and other special trust funds. Educational costs covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses. In order to qualify students must meet the following requirements: U.S. citizen/permanent resident, accepted for enrollment or enrolled in the School of Medicine, in need of financial aid, and in good academic standing.

In addition, medical students benefit from summer employment opportunities and work study programs.

Universidad Central del Caribe School of Medicine

Address inquiries to
Dr. Arturo Santiago
Associate Dean for Student Affairs
Universidad Central Del Caribe
School of Medicine
Box 935
Cayey, Puerto Rico 00633
(809) 740-4265

The Universidad Central del Caribe was established for the development of different health sciences educational programs. At present there are two programs: the School of Medicine and the Radiological Technology Program. One of our future projections is the development of allied health profession programs which together with the Radiological Technology Program will fall under the Associate Deanship of Allied Health.

Admissions. The admission process is implemented by the Admissions Committee, an Advisory Committee composed of faculty members which is responsible to the Office of the Dean of the medical school.

The process is designed to assure that each applicant is evaluated in terms of his/her academic qualifications and potential.

The admission process relies on a combination of objective factors such as performance on the Medical College Admissions Test (MCAT), undergraduate record, and the personal qualifications of the applicant as they are conveyed by letters of recommendation and personal interviews. There is no discrimination on the basis of sex, color, race, religion, physical disability, economic status, political ideology or national origin.

Counseling Program. A counseling program to students is available through the Associate Dean of Student Affairs and the Counselor so that they can take maximum advantage of the educational opportunities at the Universidad Central del Caribe School of Medicine.

Student Tutoring Program. It is the goal of this program to provide academic tutorial assistance to students identified as academically deficient in one or more of the basic science courses.

Awards and Scholarships. List of awards offered at the school yearly. 1. *Jorge Gonz á lez Gallardo Award.* Two scholarships of $1,000 each for students in financial need and who plan to train in surgery, sponsored by the Hostos M. Gallardo Foundation. *2. Medical School Faculty Award.* Awarded to the Graduating Student with the Highest Academic Index. *3. First Year Student of Exceptional Financial Need Scholarships.* Covers costs of tuition, books and equipment plus a monthly stipend for the neediest student in the first year of studies. *4. National Health Service Corps (NHSC).* Former participants in the Program for First Year Students of Exceptional Financial Need receive priority consideration for the NHSC Scholarship awards, should funds be available. *5. U.S. Army Health Professions Scholarships.* Questions regarding AHPS should be directed to the Financial Aid Director, AMEDD Personnel Counselor, 51 S.W. 1st Ave. Rm. 919, Miami, FL 33130-1698. Phone (305) 358-6489. *6. Legislative Scholarships.* Application and information can be obtained in the UPR Medical Sciences Campus. These scholarships are allocated to needy students with high academic records who are residents of Puerto Rico. The scholarship is given for one year and is renewable as long as the financial need exists.

Loans. The school of medicine participates in the following loan programs: *1. Emergency Loans.* This fund was created by donations from Merk, Sharp and Dohme, other institutions and private sponsors. It consists of an amount up to $500 per semester. The total amount must be repaid in the same semester. *2. Guaranteed Student Loan Programs (GSL). 3. Health Education Assistance Loan Program (HEAL). 4. Health Profession Student Loan Program (HPSL).* The borrower may receive up to $2,500 at 9% interest per year. It has a grace period of one year and can be deferred for up to four years while the borrower is doing internship and residency training.

Brown University Program in Medicine

Address Inquiries to
Leslie Costa
Office of Minority Affairs
Brown University
Program in Medicine
97 Waterman Street
Box G-A222B
Providence, Rhode Island 02912
(401) 863-3335

Important Note: The Brown University program is an eight-year continuum of college and medical school (Program in Liberal Medical Education) which offers admission to high school seniors. However, there are limited spaces available for admission into the first year of medical school (the Program in Medicine). Please read carefully the information provided below regarding eligibility for admission before requesting an application.

General Information: Brown University, founded in 1764, is the seventh oldest college in America and the third oldest in New England. In 1963 a Master of Medical Science Program, a six-year course of study emphasizing the basic sciences and encompassing the four years of premedical education and the first two years of medical school, was inaugurated. A Program in Medicine leading to the M.D. degree was accredited in 1975 as a four-year medical school. In 1981 the trustees of Dartmouth College and the corporation of Brown University approved the Brown-Dartmouth Medical Program to which 20 medical students are admitted jointly. Students spend the first two years at Dartmouth Medical School and transfer to the Brown University Program in Medicine. Entry into the first year of the Brown University Program in Medicine is only available to applicants applying to the M.D./Ph.D. program and students enrolled in post-baccalaureate premedical study at Brown University, Bryn Mawr College or Columbia University. This traditional avenue of medical school admission is limited because the majority of first-year entrants are from the eight-year continuum program. Students attending any school accredited by the Liaison Committee on Medical Education may apply for advanced standing admission into the program in medicine.

Academic Aid Program: There is a formal tutorial program available to all students enrolled in the program in medicine. Students needing tutorial assistance in any basic science course may request it themselves, be recommended by a course leader or confidentially recommended by another student. Upon such identification tutorial assistance is automatically offered to the student from a group of student or faculty tutors previously identified by the student and Minority Affairs Officer.

NBME Part I Preparation: An optional preparation program is available to all second-year students. The program includes the diagnosis of potential weaknesses evidenced in performance on NBME mock exams, the provision of study guides prepared by second-year course leaders, and the cultivation of NBME study groups proctored by senior medical students who have been trained to facilitate appropriate study techniques among study group participants.

Summer Program: The Brown University Summer Research Early Identification Program (EIP) is designed to help members of underrepresented minority groups consider research careers in the biological and medical sciences. The program introduces undergraduate students to research under the guidance of Brown faculty who serve as mentors.
EIP consists of three major components:

- Research-mentorship
- Academic enrichment
- Seminars and field trips

The program runs ten weeks, beginning in early June and ending in mid-August. Each student is assigned a research project at the beginning of the program. The research is conducted both on the Brown campus and in laboratories at Brown-affiliated hospitals. EIP students are assigned to laboratories by research preference and space availability. Students accepted will receive $2,500 summer research fellowships, and funds are available for travel and partial housing allowances.

At the end of the ten weeks, students are required to present a written report of their summer research activity and give a ten-minute presentation of their data in a mini-symposium. The scholars also meet with the director of the program, at regular intervals to discuss scientific research as a career option and to review their progress. Eight special seminars are presented during the program to expose the students to other Brown faculty and their fields of research. A field trip is conducted at the Marine Biology Laboratory located at Woods Hole in Massachusetts.

Financial Aid: Before students may be considered for financial aid from Brown University, they must apply for a federally insured guaranteed student loan. Financial aid may then be offered in the form of scholarship, loan, or both. Over half of the entering class receives financial aid. Financial aid is not awarded to foreign national students beyond the resources available from fund specially designated for that purpose. M.D./Ph.D. students are eligible for a graduate fellowship (tuition and stipend) during the Ph.D. portion of their studies and a full tuition scholarship for the last two years of medical school following successful completion of the Ph.D. work.

Other Pertinent Information: Since the Brown University Program in Medicine is deeply embedded into the fabric of the rest of the university, there is the unusual advantage of finding social and academic reinforcement from the more than five hundred minority students among the faculty and the student body in the graduate school and college.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	15	8/7	.0	0	0/0	.0	13	12/1	7.7	51	28/23	27.5
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	14	5/9	28.6
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	6	1/5	50.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	6	0/5	50.0
All Years	0	0/0	.0	0	0/0	.0	1	0/1	100.0	16	0/7	56.3
1988-89												
Applied	12	5/7	.0	1	1/0	.0	6	5/1	.0	34	21/13	44.1
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	8	5/3	75.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	4	3/1	75.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	5	3/2	60.0
All Years	0	0/0	.0	0	0/0	.0	1	0/1	100.0	16	9/7	56.3

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	4	2	2

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	0	0/0	.0	0	0/0	.0	1	1/0	100.0	53	27/26	47.2
Accepted	0	0/0	.0	0	0/0	.0	1	1/0	100.0	10	6/4	50.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	6	4/2	66.7
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	8	0/3	62.5
All Years	0	0/0	.0	0	0/0	.0	1	1/0	100.0	27	0/10	63.0
1988–89												
Applied	1	0/1	.0	0	0/0	.0	0	0/0	.0	31	22/9	64.5
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	11	6/5	45.5
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	8	4/4	62.5
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	7	3/4	57.1
All Years	0	0/0	.0	0	0/0	.0	1	1/0	100.0	27	17/10	63.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	12	9	3

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	27	17/10	.0	0	0/0	.0	13	12/1	.0	53	31/22	34.0
Accepted	0	0/0	.0	0	0/0	.0	2	1/1	.0	9	4/5	55.6
Matriculated	0	0/0	.0	0	0/0	.0	2	1/1	.0	6	4/2	66.7
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	2	1/1	.0	6	0/2	66.7
All Years	0	0/0	.0	0	0/0	.0	2	2/0	50.0	25	0/13	84.0
1988-89												
Applied	15	6/9	.0	1	1/0	.0	5	4/1	.0	38	23/15	52.6
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	8	6/2	75.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	3	2/1	100.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	3	2/1	100.0
All Years	0	0/0	.0	0	0/0	.0	2	2/0	50.0	25	12/13	84.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	7	9	5

Medical University of South Carolina College of Medicine

Address inquiries to
Dr. Earl Higgins
Office of Minority Affairs
and Affirmative Action
Medical University of South Carolina
Room 405, University Services Building
171 Ashley Avenue
Charleston, South Carolina 29425
(803) 729-2081

Recruitment. Minority student recruitment is accomplished through annual visits to all South Carolina Colleges and numerous high schools throughout the state. The University Registrar and Admissions Office has centralized student recruitment efforts with several recruiters who travel statewide. Office of Minority Affairs Staff are directly involved in these efforts. Minority affairs recruitment is also conducted through a statewide network of pre-health advisors, minority health practitioners and currently enrolled minority students. Pre-health advisors consist of designated science faculty members at the predominantly black accredited colleges in South Carolina. These advisors serve on a Pre-Health Council which meets quarterly and was formed for the purpose of facilitating the entry of academically qualified students to the Medical University of South Carolina. Minority health practitioners affiliated with the Palmetto Medical, Dental and Pharmaceutical Association serve as invaluable resources for student identification and referral. Minority students currently enrolled at MUSC assist in the recruitment of other minority students by visiting colleges and high schools for career day activities to serve as role models for prospective students.

Admissions. The Admissions Committee consists of seventeen (17) basic science and clinical faculty members. They are appointed by the Dean and serve staggered three year terms. Three (3) student members serve and are appointed at the end of their first year through graduation. Regular meetings are held weekly from September through March. Special meetings may be called any time during the academic year. All decisions are made by a simple majority of those attending and are presented to the Dean as recommendations. The criteria for admission are the same for all students seeking enrollment in the college of medicine. Consideration is given to the applicant's GPA, MCAT scores, written and oral communication skills and, in general, applicant's capability for being a well-rounded individual.

A Sub-Committee on Minority Recruitment further screens all minority applicants not accepted in the regular admissions process for the Medical Student Transitional Entry Program (MED-STEP), which was implemented in 1985 to increase enrollment of minority applicants in the college of medicine. Those applicants who show evidence of being able to handle the medical school curriculum are invited for interviews. The selection process is the same as for regular applicants. Those who are admitted are enrolled in the same courses as regularly admitted students. If they meet published academic standards for student progress for the basic science years, the MED-STEP students become regular medical students in the third year.

An Early Acceptance Program has been instituted for college students who have completed the freshman year and who have not begun the senior year. Only students with documented superior academic performance, high motivation, and excellent personal characteristics are considered for the program. The purpose of the program is to remove the perceived negative influence of the intense competition for medical school admission on character development and on curriculum choices of college undergraduates. Students who are accepted will be expected to finish college through the bachelor degree. No specific grade point average will be required for matriculation nor will the Medical College Admission Test be required. Students accepted in this program must agree not to apply for admission to any other medical school.

Academic Aid Programs. All students are assigned an advisor. Minority students who need tutorial assistance can utilize the Tutorial Assistance Program coordinated by the Minority Affairs Office. Specialized retention workshops are scheduled during the year in areas such as learning skills. These workshops concentrate on time management, study habits, test-taking and memory techniques.

Summer Programs. The Minority Affairs Office sponsors two Summer Academic Enrichment and Recruitment Programs.

The Summer Academic Enrichment Program is for junior and senior high school students who have been identified as having academic potential for the health professions and who are highly motivated for a career in health care. Participants take four weeks of classes in basic science, mathematics and learning skills on the MUSC campus. They also spend four weeks with a faculty preceptor in a laboratory or research setting. Meals and research stipends are provided.

The Summer Health Careers Program is designed for rising junior and senior undergraduates from disadvantaged backgrounds Students need a 3.0 in science and math, high motivation for a health career, and an organic chemistry or solid biology background. Participants spend eight weeks on the campus and attend classes in anatomy with lab, biochemistry, cellular and molecular biology, medical terminology, MCAT preparation, learning skills, scientific communication and Problem Solving. Students receive a stipend to defray living expenses, a travel reimbursement, room and board.

Student Financial Assistance. State and federal loans, specialized scholarship and fellowships are individually arranged through the University Financial Aid Office. The Graduate Incentive Fellowship is available for all entering medical minority students and is coordinated by the Minority Affairs Office. The fellowship is available to all South Carolinians, with the major agreement that the student practice in the state of South Carolina for the duration of his/her receiving the fellowship.

University of South Carolina School of Medicine

Address inquiries to
Dr. Robert F. Sabalis
Senior Associate Dean for Student Programs
University of South Carolina
School of Medicine
Columbia, South Carolina 29208
(803) 733-3325

Recruitment. Minority applicants for admission to the School of Medicine from South Carolina are identified via contacts made by representatives of the Office of Admissions with premedical organizations on individual campuses throughout the region. The primary goal of this program is to alert and inform high school and college students of the School of Medicine's interest in minority students and to assist the prospective minority medical student in every way to become as strong a candidate as possible for admission. Students and faculty members of the School of Medicine regularly participate in these campus visits.

Minority students are encouraged and invited to visit the campus of the University of South Carolina School of Medicine to acquaint themselves with its various programs.

Admissions. The University of South Carolina School of Medicine has no special admissions committee for minority students. All qualified applicants are admitted through the regular admissions process.

The selection process involves the comparative evaluation and review of all available application data, including MCAT scores, undergraduate academic performance, comments contained in letters of recommendation, and the results of personal interviews with members of the Admissions Committee. The opportunity for admission is greatest for legal residents of South Carolina.

The Admissions Committee is a representative and diverse group of faculty and administrators which includes members of minority groups, women and private practitioners from the community. With such a diversified membership, the committee is able to provide a thorough and sensitive review of the credentials of each applicant.

Academic Aid Programs. All students accepted into the medical program will find that because of the small class size, a close, personal relationship is maintained between the student and the faculty. This facilitates more individualized teaching and also permits early recognition of any potential or real student academic difficulties so that help may be offered as soon as necessary.

Incoming students are assigned a faculty advisor who monitors the student's academic progress and acts both as a counselor and advisor to the student. Although no special tutorial programs have been established, interested faculty are always available to aid students who encounter academic difficulty.

Student Financial Assistance. The Office of Student Services makes every effort to provide information and assistance to help students with their financial obligations. Qualified students who are residents of South Carolina are nominated for Graduate Incentive Fellowships, state-supported grants which require students to work one year in the state following completion of training for each year of receipt of the fellowship. Conventional routes of funding (loans, fellowships, etc.) may be available to those who apply for financial consideration. Such assistance is provided solely on the basis of need and availability of funds.

Other Pertinent Information. The School of Medicine admitted its first class of 24 students in August, 1977; current entering class size is 72 new students.

University of South Dakota School of Medicine

Address inquiries to
Dr. Raymond J. Lynn
Associate Dean
The University of South Dakota
School of Medicine
Vermillion, South Dakota 57069
(605) 677-5233

Recruitment. Through contacts with the University of South Dakota Institute of Indian Studies we have identified several Native American students who have indicated an interest in medicine. Due to the lack of funding, a limited program is being organized to inform and assist them in their premedical years.

Admissions. The University of South Dakota School of Medicine has no special admissions committees for minority applicants. However, applications from minorities are encouraged and every effort is made to assist the minority student to become a successful applicant.

Academic Aid Programs. At present there are no special academic aid programs.

Summer Programs. The School of Medicine does not offer summer reinforcement programs.

Student Financial Assistance. The medical school will waive the application fee upon request and presentation of reasonable evidence of need.

Other Pertinent Information. Any Native American who is an enrolled member of a South Dakota tribe will be considered a South Dakota resident regardless of the applicant's current residency.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	—	—	.0	0	0/0	.0	—	—	.0	—	—	.0
Accepted	—	—	.0	0	0/0	.0	—	—	.0	—	—	.0
Matriculated	8	2/6	.0	0	0/0	.0	01	1/0	.0	0	0/0	.0
Enrolled												
First-Year	8	2/6	.0	0	0/0	.0	1	1/0	.0	0	3/0	.0
All Years	19	3/16	.0	0	0/0	0	4	4/0	.0	3	3/0	.0
1988–89												
Applied	—	—	.0	0	0/0	.0	—	—	.0	—	—	.0
Accepted	—	—	.0	0	0/0	.0	—	—	.0	—	—	.0
Matriculated	4	3/1	.0	0	0/0	.0	—	—	.0	0	0/0	.0
Enrolled												
First-Year	5	3/2	.0	0	0/0	.0	1	0/1	.0	0	0/0	.0
All Years	19	6/13	.0	0	0/0	.0	3	2/1	.0	3	3/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

— = data not available

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	7	4	5
American Indian	1	0	0
Mexican American/Chicano	3	2	2
Mainland Puerto Rican	2	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	90	50/40	41.1	10	5/5	10.0	3	2/1	.0	7	6/1	.0
Accepted	9	4/5	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	5	1/4	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	3/4	85.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	19	7/12	84.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988–89												
Applied	87	43/44	35.6	7	4/3	.0	5	3/2	.0	5	1/4	.0
Accepted	5	3/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	3	1/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	1/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	19	7/12	84.2	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	7	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	83	45/38	42.2	10	5/5	10.0	6	5/1	.0	3	2/1	.0
Accepted	6	4/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	4	2/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	2/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	13	11/2	90.0	0	0/0	.0	0	0/0	.0	1	—	.0
1988–89												
Applied	85	38/47	35.3	4	2/2	.0	4	2/2	.0	3	1/2	.0
Accepted	5	5/0	60.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	3	3/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	4	4/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	12	10/2	90.0	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	1	4
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	1	0	0

East Tennessee State University
James H. Quillen College of Medicine

Address inquiries to
Dr. Dorothy Dobbins
Associate Dean for Student Affairs
East Tennessee State University
Quillen College of Medicine
P.O. Box 19,900A
Johnson City, Tennessee 37614-0002
(615) 929-6269

Recruitment. The Quillen College of Medicine at East Tennessee State University actively seeks applications from minority and disadvantaged groups. Representatives from the Office of Student Affairs conduct visitation and career day programs at many college campuses across the region. This institution is also an active participant in Minority Premedical Enrichment Programs at East Tennessee State University and other institutions.

Admissions. The application and admissions process for all prospective students is the same. The admissions committee seeks demonstrations of ability to succeed academically, motivation for and knowledge of the profession, and personal skills believed to be desirable in a physician. In addition to grades and test scores, the committee considers evidence of an individual's integrity, leadership ability, motivation, maturity and intellectual curiosity. Applicants are urged to insure that their AMCAS application provides broad preliminary information in these areas.

The Admissions Committee at this institution is composed of representatives from a diverse group of people representing a variety of backgrounds. Medical and undergraduate faculty, hospital staff, students and community representatives from the tri-cities make up the twenty-five member committee. Training exercises such as the SMAE are regularly provided the committee membership to help improve their skills in analyzing the applications of minority students utilizing both cognitive and non-cognitive indicators.

Academic Aid. The College of Medicine has implemented a highly effective system of student advisement. The first line of advisement involves contact between the students and the teaching staff. Secondly, students are allowed to select a faculty member for advisement in their basic and clinical sciences and a faculty advisor for senior elective advisement. A third point of contact is offered through the Office of Student Affairs. This office staff includes Assistant and Associate Deans who assist students in academic and personal areas. In addition, the College has implemented a one week bridging program for all entering students, as well as, a four week voluntary prematriculation program for minority and disadvantaged students. These prematriculation programs enhance the student's academic skills prior to beginning the curriculum.

An optional program under which students may complete the first two years of the curriculum over a three year period is also available. Students may elect to take this program of their own initiative or may be directed to the program at the recommendation of either the Admissions Committee or the Student Promotions Committee. Other academic support programs include tutorial services and special courses geared toward improving such basic skills as test-taking, reading, time management, and study skills.

Summer Programs. The Quillen College of Medicine participates in the Premedical Reinforcement and Enrichment Program (PREP) offered each summer at East Tennessee State University and the state-supported Tennessee Preprofessional Program (TPP). These programs are aimed at enhancing the applications of those minority and disadvantaged students who are interested in pursuing a career in the health professions. The College of Medicine sponsors visitation to the campus where the students have the opportunity to tour the facilities and to discuss the process of application and admissions. Professional/technical assistance are provided as requested. The college attempts to give students exposure to faculty, staff, students and administrative personnel as well as the entire admissions committee in these visits.

Student Financial Assistance. The Quillen College of Medicine is authorized to provide state and federal financial assistance to minorities under the guidelines set forth by the various programs. The supplemental information fee (application fee) may be waived by action of the Admissions Committee upon the written request of the applicant, provided that an American Medical College Application Service (AMCAS) fee waiver has been granted. In recent years the Tennessee Higher Education Commission has also provided scholarships to a limited number of black students.

Meharry Medical College
School of Medicine

Address inquiries to
Dr. James Story
Chairman, Admissions Committee
Meharry Medical College
School of Medicine
1005 D.B. Todd Blvd.
Nashville, Tennessee 37208
(615) 327-6223

Recruitment. Recruitment is done primarily at the undergraduate college level. Visitations, seminars, and interviews are conducted on various college campuses and in communities as requested by the institutions or organizations. Visits are accepted from premed clubs of both undergraduate colleges and high schools. A summer Bio-Medical Sciences program is conducted annually on the Meharry Medical College (MMC) campus.

Recruitment is conducted by a committee from the MMC, chaired by the Dean of Admissions, and composed of students, faculty, and administrators. Visitations are usually done by teams from Meharry.

Admissions. The School of Medicine utilizes only one Admissions Committee for the selection of all students. Applicants are selected on a competitive basis based on scholarship, character, personality, and general fitness to study medicine. This is done by careful evaluation of the material each applicant submits—GPA, MCAT scores, and professional committee recommendations. Of special interest are grades in English, general biology, general chemistry, organic chemistry and general physics.

Although there are no strict geographical limitations, preferential consideration is given to qualified applicants from states that contract to subsidize the education of their citizens at Meharry. Special empathy is held for minority groups and disadvantaged applicants of all origins.

Academic Aid Programs. Any student who experiences difficulty at Meharry can expect assistance from the faculty as necessary. At the end of the first month, students are evaluated and advised whether or not to accept a reduced load. Also at the end of each scheduled examination, each department checks to see if any student is having difficulty. If so, he/she is assigned to a faculty advisor for tutorial sessions or referred to the Office of Student/Academic Affairs for assistance from educational specialists.

Summer Programs. Meharry Medical College offers two summer programs that are eight weeks in length. The Summer Research Program for Undergraduate college students provides college students with the opportunity to learn, in an active participating manner, the exciting new activities and accomplishments being made in molecular biology and to assist in the development of a strong interest in a career in science. The major thrust of the program is to attract students from historically black colleges and universities (HBCUs) to Meharry Medical College for summer research experiences. The students will be involved primarily as research assistants in various laboratories. They will also learn biotechnology techniques important in molecular biology. The program provides a stipend for eight weeks of participating and support for housing and travel, as well as a supply allowance for the laboratories.

The Biomedical Sciences Program (BSP) is designed to increase the number and participation of minority group students in the health professions. It includes courses in math and science, laboratory experiences, counseling sessions, tours and other educational experiences. Students usually participate in this program during the first three summers of premedical undergraduate training.

The HBCUs program and the BSP include other activities such as seminars by medical and dental practitioners, exposure to hospital environment, demonstration of basis research procedures and recreational activities. The courses and/or the research participation complement undergraduate college work only. No college credit is conferred by Meharry Medical College for any of these activities. Each HBCU participant earns $1,000.00. Travel, room, meals and tuition are financed by the program. Likewise, the BSP has some funds available for these purposes. Participants are not permitted to hold outside jobs while in any of these programs.

For application forms or additional information write to: The HBCU Program or The Biomedical Sciences Program, Graduate School, Meharry Medical College, Nashville, Tennessee 37208.

Student Financial Assistance. Application fee waiver requests are considered on an individual basis. No special funds are provided for interview trips, but in certain circumstances interviews are conducted off campus.

An office of financial aid is available to assist students in securing awards, loans, and fellowships.

The University of Tennessee, Memphis College of Medicine

Address inquiries to
Leroy O. Moore
Assistant Vice Chancellor for Health Career Programs
University of Tennessee, Memphis
The Health Science Center
800 Madison Avenue
Memphis, Tennessee 38163
(901) 528-5618

Recruitment. The College of Medicine maintains a long-term, continuing program for minority and disadvantaged student recruitment. As a means of identifying students, referral information is requested from high school principals, counselors, college pre-med advisors, and educational referral agencies. Further, admissions and financial aid representatives for each of the six colleges of the University of Tennessee, Memphis make regular high school and college visits throughout Tennessee and adjoining states. Once students are identified, they are tracked throughout their educational experience. Academic progress is monitored; counsel and reinforcement are provided for career decisions; and close association with our faculty and students is encouraged through numerous on-campus educational enrichment experiences.

Students' developing interest, motivation, and knowledge about the health profession are stimulated by (1) yearly health profession publications and newsletters; (2) on-campus visitation programs, including tours, seminars and study skills workshops; (3) and summer work experience in our laboratories and clinics.

The College of Medicine is committed to increasing the number of minority graduates who will enter the medical profession.

Admissions. In addition to the regular Admissions Committee, a subcommittee composed of the Chairman of the Admissions Committee and minority members of the Admissions Committee review the applications of all minority students prior to being presented to the entire selection committee.

Academic/Support Programs. The Learning Skills Laboratory of UT, Memphis provides academic support for undergraduates throughout their training. This program offers individual laboratory assessments of learning difficulties, as well as an integrative program of skill development in reading, time management, problem-solving, notetaking, test-taking and memorizing. Computer-assisted instruction, based on the curriculum, is available in large-group, small-group, and individual sessions. Tutorial assistance is also available at no charge.

In addition, the College sponsors a variety of other support programs which include:

Faculty Advisory System. The Facuty Advisor System facilitaties interaction among faculty and students. Each entering student becomes a member of a faculty advisor group composed of five first year students, five second year students, two faculty advisors and 2 student advisors. The faculty share their perspective on medical education and the profession, and serve as resource persons for specific questions or problems. The M-2 student advisors coordinate the activities of the group and the M-4 student advisors share perspectives of those further advanced in the curriculum.

Big Brother/Big Sister Program. Each entering student is assigned a "Big Sib." The Big Brother or Big Sister offers invaluable insight into the "ropes" of the first year: which books are best, the first test, best grocery store, where to get a haircut, where to relax and have fun, how to sign up for intramurals, et cetera. Often close and lasting relationships develop through this program.

Career Counseling And Residency Placement. Choosing the specialty most congruent with your interests, talents and long term personal and professional goals is a major life decision. Programs and activities are available to support students as they contemplate this decision and choose their specialties and residencies, beginning in the second year and continuing through the NRMP Match in the fourth year.

Peer Counseling Program. Peer Counselors are trained, carefully selected volunteers who offer a confidential personal support system to students in all classes. This program teaches physicians-to-be that it is acceptable to need help, to turn to one another for help, and to

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	6	5/1	16.7	1	0/1	100.0	6	3/3	33.3	0	0/0	.0
Accepted	1	1/0	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Matriculated	1	1/0	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
All Years	1	1/0	100.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0
1988-89												
Applied	7	2/5	.0	6	3/3	16.7	2	1/1	50.0	0	0/0	.0
Accepted	0	0/0	.0	2	1/1	50.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	1	1/0	100.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	0	0
American Indian	0	1	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	78	41/37	55.1	8	6/2	25.0	4	3/1	25.0	3	3/0	.0
Accepted	9	5/4	88.9	1	1/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	4/2	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	25	16/9	91.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	61	29/32	39.3	2	2/0	.0	3	2/1	33.3	1	0/1	.0
Accepted	7	4/3	57.1	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	3	2/1	66.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	6	3/3	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	24	14/10	91.7	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	2	5	5
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	1181	570/611	4.6	15	10/5	.0	26	22/4	3.8	16	9/7	.0
Accepted	119	58/61	12.6	0	0/0	.0	1	1/0	.0	1	1/0	.0
Matriculated	61	28/33	16.4	0	0/0	.0	0	0/0	.0	1	1/0	.0
Enrolled												
First-Year	63	29/34	14.3	0	0/0	.0	0	0/0	.0	1	0/0	.0
All Years	276	133/143	13.0	1	1/0	.0	0	0/0	.0	2	1/1	.0
First-Year	77	42/35	11.7	1	1/0	.0	0	0/0	.0	2	1/1	.0
All Years	276	133/143	13.0	1	1/0	.0	0	0/0	.0	2	1/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	64	53	89
American Indian	1	0	0
Mexican American/Chicano	1	0	0
Mainland Puerto Rican	1	0	1

know how to offer it. This program fosters positive development and a sharing, cooperative approach to education.

Summer Programs. The College of Medicine and the University of Tennessee, Memphis sponsor a host of summer enrichment activities which are designed to 1) promote a greater interest in the health profession, 2) enhance students' competitiveness as applicants and 3) contribute to their success in the medical curriculum. The following listing is representative of our interest and commitment:

Summer High School Research Apprenticeships. Opportunities for employment in research settings for high school and college students. Generally eight weeks in duration.

Tenn Pre-Professional Program (TPP). Black residents of Tennessee who have completed two years of undergraduate study with demonstrated interest in medicine. Participaton in 8 week summer enrichment programs following junior and senior years required. Students receive an assurance of admission, if by the time of their application, they meet or exceed minimum admission requirements

Early Admission. The Committee on Admissions invites applications from outstanding Black applicants at the beginning of their junior years. Students may begin their medical study during their senior year or complete their undergraduate training, while having a space reserved for them in the next entering class.

All of the above summer programs carry a stipend to replace lost income.

Student Financial Assistance. Financial aid for all students at UT, Memphis is based on need. These needs are met through scholarships, grants, loans, and work-study. The financial aid officers through a combination of these means, have been successful in supplying enough assistance to complete degree programs. The College of Medicine is very pleased to sponsor scholarship programs for Black students. Scholarships in the amount of $10,000 annually have been available to all Black students accepted for admission.

Vanderbilt University
School of Medicine

Address inquiries to
Dr. William B. Lawson
Director, Office of Minority Affairs
Vanderbilt University
School of Medicine
201 Light Hall
Nashville, Tennessee 37232
(615) 322-2165 or 343-4526

Recruitment. The Vanderbilt University School of Medicine administers an active recruitment program that involves visits to other campuses, encourages contacts between applicants and matriculating students, and arranges visits to the Vanderbilt campus by newly accepted applicants. A Spring conference is held for accepted students.

Admissions. Decisions concerning all applicants to Vanderbilt are made by a single committee. Minority applicants are reviewed by an African American faculty member as part of the recruitment program. The Admissions Committee attempts to identify highly motivated minority students capable of completing the curriculum.

Academic Aid Programs. Individual tutoring and counseling support, available to all students, is provided and has resulted in minimal attrition. An office of minority affairs directed by an African American faculty member provides linkages to the university committee as a whole for minority students through the university's Black Cultural Center and encoruages contacts with practicing physicians as well as African American housestaff and faculty.

Summer Programs. An annual invitational conference is held to expose prospective students to faculty, students, programs and facilities. There is no specific summer program, but students are encouraged to spend the summer as research assistants with interested faculty.

Student Financial Assistance. The ability of an applicant to finance his or her medical education is not considered as one of the criteria for the final selection. The Committee on Admissions has no information regarding the financial problems of any of the candidates. After the selection has been made and an invitation has been sent to the student, arrangements regarding financial aid are made between the Director of Financial Aid and the candidate. A limited number of special Dean's Scholarships are available to especially well qualified minority matriculants.

Baylor College of Medicine

Address inquiries to
Dr. Robert J. Bacon, Sr.
Assistant Dean
Baylor College of Medicine
One Baylor Plaza
Houston, Texas 77030
(713) 799-6175

Recruitment. Baylor has an active program of visiting colleges and secondary schools to seek out and to inform individuals from groups underrepresented in medicine about career opportunities. Faculty, medical students, and administrators participate in this recruitment effort. Individuals and school groups are also encouraged to visit the campus and participate in organized tours conducted by medical students.

Admissions. The Admissions Committee is composed of faculty and students, several of whom are members of groups underrepresented in medicine. Applicants are evaluated on a broad range of criteria including personal characteristics as well as academic history. Since 1971, a significant percentage of each year's entering classes have been minority group students underrepresented in medicine.

Academic Aid Programs. Each basic science department offers tutorial assistance and individual conferences for students encountering academic difficulty. Educational consultation to provide assistance with reading and study skills is also available.

Summer Programs. Each summer since 1969, Baylor has conducted a summer program for undergraduate college students who are members of groups underrepresented in medicine. This program acquaints participants with the medical school environment, improves their mastery of the basic premedical sciences, and emphasizes interviewing and application completion. Participants interact with role models and are introduced to the medical school admis sions process. In addition to the part time medically-related work experience, opportunities are provided for observation of a variety of health care delivery activities.

For those minority students accepted to medical schools in the United States, Baylor offers a pre-matriculation summer program. The program provides the student with a preview of the basic science curriculum.

Student Financial Assistance. The application fee will be waived for applicants from families that are economically disadvantaged. Interviews are conducted only on the campus in Houston and limited financial assistance is available to assist economically disadvantaged applicants with transportation expenses.

Financial assistance is available for medical students who can demonstrate financial need. Both scholarship and loan sources are available.

Texas A & M University College of Medicine

Address inquiries to
Dr. William E. Ward
Associate Dean for Student Affairs
Texas A & M University
College of Medicine
College Station, Texas 77843
(409) 845-7743

Recruitment. The recruitment program at Texas A&M is an integrated series of activities and efforts primarily focused at Texas residents. The College of Medicine hosts and co-sponsors a high school outreach program which in conjunction with University regional centers identifies and supports promising students; providing guidance, information, and activities designed to encourage graduation and subsequent application to the University's pre-med program. The College of Medicine holds "open house" and provides tours for interested pre-med organizations from across the state, including one predominantly Black college. Seminars in interviewing and admissions are provided regularly in the fall, and all interested students are encouraged to attend. Office of Student Affairs' staff travel to colleges and universities around the state on invitation to provide information and materials concerning College of Medicine admissions and programs.

Admissions. Minority applicants are considered along with other applicants. Assessment of applicants is based on academic record, pattern of academic performance, extracurricular activities, motivation and demographic and ethnic background. The Admissions Committee consists of faculty representation from the Basic and Clinical Sciences. Forty-eight students matriculate each year.

Academic Aid Programs. Students in academic difficulty receive assistance from faculty members and students. Review sessions are scheduled in particular disciplines. Specific remedial work is assigned on an individual basis if necessary.

Summer Programs. The Texas A&M College of Medicine currently hosts a Minority High School Student Summer Orientation Experience. This week-long residential activity is open to rising Juniors and Seniors across the state interested in a career as a physician, selected on a competitive basis. In addition, the College of Medicine offers a summer research program for minority high school students. This program is non-residential and available during the summer, contingent on the availability of funds.

Finally, through funding by the Health Careers Opportunities Program, the College of Medicine provides a six-week residential program for disadvantaged and/or minority upper division undergraduate students. The primary purpose of this program is to facilitate entry for these students. Towards that end, participants receive MCAT training, study skills seminars, and orientations to the admissions process. This program is ongoing, contingent on the continuation of funding.

Applications and/or further information concerning any of the above programs are available from the Associate Dean for Student Affairs.

Student Financial Assistance. Financial assistance is provided on the basis of need, and several academic merit scholarships are available. All financial assistance is subject to availability of funds.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	41	19/22	75.6	1	1/0	100.0	0	0/0	.0	1	1/0	.0
Accepted	9	6/3	77.8	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	6	3/3	83.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	7	3/4	85.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	17	7/10	99.0	0	0/0	.0	1	1/0	100.0	1	0/1	100.0
1988-89												
Applied	43	24/19	39.5	0	0/0	.0	1	1/0	100.0	1	0/1	100.0
Accepted	26	15/11	30.8	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Matriculated	17	10/7	23.5	0	0/0	.0	0	0/0	.0	1	0/1	100.0
Enrolled												
First-Year	19	10/9	31.6	0	0/0	.0	0	0/0	.0	1	0/1	100.0
All Years	28	15/13	53.5	0	0/0	.0	1	1/0	100.0	1	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	2	1
American Indian	0	1	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	95	45/50	20.0	11	9/2	9.1	26	20/6	.0	12	6/6	.0
Accepted	3	2/1	33.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	8	4/4	12.5	1	1/0	.0	1	0/1	.0	0	0/0	.0
1988-89												
Applied	95	48/47	15.8	10	7/3	.0	35	20/15	.0	11	5/6	9.1
Accepted	11	5/6	27.3	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	2	1/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	8	4/4	12.5	1	1/0	.0	1	0/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	0	1
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chica			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	51	21/30	56.9	3	1/2	33.3	54	34/20	85.2	9	5/4	33.3
Accepted	3	2/1	33.3	0	0/0	.0	12	8/4	100.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	7	4/3	100.0	0	0/0	.0
Enrolled												
First-Year	1	1/0	100.0	0	0/0	.0	8	4/4	100.0	0	0/0	.0
All Years	10	6/4	70.0	1	1/0	100.0	23	11/12	91.3	0	0/0	.0
1988–89												
Applied	49	20/29	73.5	9	6/3	44.4	62	34/28	80.6	4	3/1	50.0
Accepted	8	2/6	87.5	2	2/0	50.0	13	5/8	76.9	1	1/0	100.0
Matriculated	2	0/2	100.0	1	1/0	100.0	7	2/5	71.4	0	0/0	.0
Enrolled												
First-Year	3	1/2	100.0	1	1/0	100.0	10	3/7	80.0	0	0/0	.0
All Years	10	6/4	70.0	1	1/0	100.0	23	11/12	91.3	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	3	3	2
American Indian	2	1	0
Mexican American/Chicano	9	8	3
Mainland Puerto Rican	1	0	0

Texas Tech University Health Sciences Center School of Medicine

Address inquiries to
Dr. Kae Hentges
AIMS Coordinator
Texas Tech University
Health Sciences Center
School of Medicine
Lubbock, Texas 79430
(806) 743-2300

Recruitment. Texas Tech University Health Sciences Center School of Medicine is responsive to both the health care needs of the area it serves and to the need for involvement of minority and disadvantaged groups in health professions. The school of medicine has a sincere desire to identify at the earliest stage of undergraduate training, the highly motivated and academically qualified students.

AIMS (Advantage in Medical School). AIMS is a unique program at Texas Tech University School of Medicine for disadvantaged students. It is directed primarily at increasing the number of underrepresented minorities in medicine by facilitating the entry of these students into medical school and promoting their retention. Based on an expanded and enriched 2½ year basic science curriculum, AIMS features progressive acceleration of coursework in conjunction with enhancement of study and test taking skills, stress management, and time organization. The program begins in January with the students taking developmental anatomy, medical ethics, and a seminar series. The AIMS students become part of the class entering in August of the same year. The pilot program accepts 4 to 6 students each year, chosen through the usual application process. Additional information can be obtained by writing the AIMS Program at the Texas Tech University School of Medicine.

Minority students enrolled in our school act as recruiters and promoters by talking with potential applicants when they visit our school and at pre-med meetings. Minority applicants are always encouraged to visit our medical school and talk with faculty and students. Representatives of the Admissions Council have annually attended the Texas Association of Health Professions Advisors Meeting. There is also regular participation in workshops for minority recruitment and a schedule for visits to campuses with significant numbers of minority students.

Admissions. The Admissions Council of Texas Tech University Health Sciences Center School of Medicine is composed of basic science faculty and clinical faculty. Minorities are represented on the council. All potentially acceptable minority applicants are invited for interviews and receive full council consideration. While all applicants are subjected to standard admission procedures and policies, each applicant is reviewed with careful attention to background and extenuating conditions.

Academic Aid Programs. The Admissions Council accepts only those students considered to be capable of proceeding through the curriculum without problems. All students have the opportunity for individual instruction, remediation, and extra help from the faculty. Flexible programs may be designed for students encountering academic difficulties as appropriate.

These programs help to identify student difficulties at an early period so that academic help will be profitable.

Student Financial Assistance. Texas Tech University Health Sciences Center School of Medicine personnel believe that no student should be denied a medical education due to lack of funds. A disadvantaged scholarship fund has been implemented for assistance during the freshman year. No student or prospective student shall be excluded from participation in or be denied the benefits of any financial aid program on the basis of race, color, national origin, religion, or sex.

The admissions application fee may be waived if requested by the minority applicant. All students receive financial assistance in accordance with demonstrated need. Financial capability does not enter into the student selection process, neither is the lack of personal funds permitted to interfere with the completion of medical school education. The needs analysis is determined through use of the ACT Financial Aid Service.

Other Pertinent Information. Texas Tech University Health Sciences Center School of Medicine's commitment is to well-qualified students who are residents of Texas, eastern New Mexico, and southwestern Oklahoma.

The University of Texas Southwestern Medical School at Dallas

Address inquiries to
Dr. Bryan Williams
Associate Dean for Student Affairs
The University of Texas
Health Science Center at Dallas
Southwestern Medical School
5323 Harry Hines Boulevard
Dallas, Texas 75235
(214) 688-2168

Recruitment. Each year, members of the faculty (primarily members of the Admissions Committee) make numerous visits to the undergraduate campuses throughout the state of Texas. During these visits, meetings with premedical students are held to discuss questions and problems of both general and specific natures. It is not unusual for these visits to include a meeting with groups of minority premedical students. Several of these visits are to predominantly Black colleges in the state of Texas. Additionally, every effort is made to arrange opportunities for minorities to visit the Southwestern Medical School campus to see the facilities and to talk with faculty and students.

Admissions. All admissions decisions are made by a single admissions committee. This committee participates in all screening of minority applications and decides which candidates should be invited for interviews and which ones will be offered places. The admissions policies dictate that a decision be reached for each applicant separately, taking into account the breadth of considerations for each application.

The Admissions Committee carefully considers the complete background of each applicant including those disadvantages often faced by many minorities.

Academic Aid Programs. Academic or tutorial assistance at Southwestern is an individually tailored program. Students are advised that there are many avenues open to them should they encounter problems of any sort. They are encouraged to use them and from all indications they respond. Students in academic difficulty are most often identified early and tutorial or special programs are arranged to meet the individual needs of the students. Recently, modifications in the curriculum have been incorporated to assist and accommodate students having serious difficulty. There is ample flexibility in the curriculum to meet students' needs on an individual basis.

Student Financial Assistance. Waiver of the application fee to University of Texas Medical Schools can be solicited from the Medical and Dental Application Center and is granted in extreme cases. Southwestern is unable to provide financial assistance for interview trips to any students. Should the student not be able to make the trip to Dallas for an interview, the Admissions Committee will accept an interview from another medical school.

The University of Texas Medical School at Galveston

Address inquiries to
Dr. Billy Ballard
Assistant Dean for Student Affairs and Admissions
G210 Ashbel Smith Bldg., M17
University of Texas
Medical School at Galveston
Galveston, Texas 77550
(409) 761-5056

Recruitment. The University of Texas Medical Branch at Galveston is especially aware of the need to train and graduate increased numbers of minority physicians.

The Office of Special Programs, an integral part of the Office of the Dean of Medicine, conducts regular visits to undergraduate colleges in Texas to discuss medical education opportunities for minorities with students and their premedical advisors. The office also coordinates the Medical School Familiarization Program.

The President of UTMB has appointed an alumni committee of minority graduates of UTMB. This committee is actively engaged in the identification and recruitment of minority students, and advises the Office of Special Programs on their recruitment programs.

Admissions. All applicants are considered by the 12 member Committee on Admissions. Special attention is paid to both the cognitive and non-cognitive attributes of each applicant. Each applicant selected to be interviewed receives two separate interviews while on campus. The Admissions Committee makes a special effort to ensure that each minority applicant is interviewed by at least one minority interviewer. It is hoped that this procedure will enhance the information base available to the Admissions Committee members in making their selection.

Academic Aid Programs. Academic aid programs at UTMB are available to all enrolled students. Our Basic Science Alternate Program gives freshman medical students who experience academic difficulty an option of reducing their course load so as to spread the first year of medical school over a two-year period. This flexible curriculum enhances the adjustment of many students to the rigorous demands of the medical curriculum with minimal problems. The slower pace usually results in a more solid comprehension of the basic science curriculum with the results being a better performance in most advanced courses.

A number of academic support services have been developed specifically to aid medical students in attaining academic success. Students can be assisted in defining problems, enhancing comprehension and enhancing study skills and study strategies. Individual and group instruction is provided in learning strategies, time management, test-taking skills and other academic skills.

The Peer Tutorial Program in the Basic Sciences provides free tutoring to students needing additional assistance by graduate students and advanced medical students. (These academic support programs are funded in part by a grant from the Health Careers Opportunity Program).

Summer Programs. The Medical School Familiarization Program is designed to acquaint rising juniors and seniors in college to the rigors and demands of a medical education. It accepts 30 minority and/or disadvantaged premedical students yearly and exposes them to the medical school environment. During the four weeks, students receive didactic instruction in the basic sciences and go on clinical rounds with senior medical students at UTMB. In addition, students receive instruction in MCAT preparation, interviewing skills and study skills, are exposed to medical specialty clinics, and attend seminars in health care delivery provided by various invited medical practitioners.

Student Financial Assistance. Financial assistance is available to all students who demonstrate need. A number of scholarships are available including the Jeane B. Kempner Scholarships for minority medical students.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	32	13/19	87.5	1	1/0	.0	57	37/20	93.0	2	1/1	100.0
Accepted	3	1/2	100.0	0	0/0	.0	6	5/1	100.0	0	0/0	.0
Matriculated	3	1/2	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0
Enrolled												
First-Year	4	1/3	100.0	0	0/0	.0	2	2/0	100.0	0	0/0	.0
All Years	7	2/5	100.0	0	0/0	.0	16	12/4	100.0	0	0/0	.0
1988–89												
Applied	39	16/23	87.2	3	1/2	100.0	53	33/20	94.3	5	1/4	60.0
Accepted	5	3/2	100.0	0	0/0	.0	10	5/5	100.0	0	0/0	.0
Matriculated	2	1/1	100.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
Enrolled												
First-Year	3	1/2	100.0	0	0/0	.0	2	1/1	100.0	0	0/0	.0
All Years	7	2/5	100.0	0	0/0	.0	16	12/4	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	1	4	2
American Indian	0	0	0
Mexican American/Chicano	2	2	4
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	23	13/10	100.0	1	0/1	100.0	68	46/22	95.6	3	2/1	100.0
Accepted	1	0/1	100.0	1	0/1	100.0	7	5/2	85.7	0	0/0	.0
Matriculated	1	0/1	100.0	0	0/0	.0	3	2/1	100.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	.0	5	4/1	100.0	0	0/0	.0
All Years	1	0/1	100.0	3	1/2	100.0	14	11/3	100.0	1	0/1	100.0
1988-89												
Applied	32	15/17	93.8	2	0/2	100.0	63	39/24	95.2	1	0/1	100.0
Accepted	2	0/2	100.0	1	0/1	100.0	9	5/4	100.0	1	0/1	100.0
Matriculated	0	0/0	.0	1	0/1	100.0	5	4/1	100.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	1	0/1	100.0	6	5/1	100.0	0	0/0	.0
All Years	1	0/1	100.0	3	1/2	100.0	14	11/3	100.0	1	0/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	1	0
American Indian	0	0	1
Mexican American/Chicano	6	6	2
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	87	47/40	85.1	3	0/3	66.7	151	102/49	94.7	9	7/2	44.4
Accepted	11	6/5	100.0	0	0/0	.0	21	13/8	100.0	1	1/0	100.0
Matriculated	10	6/4	100.0	0	0/0	.0	12	7/5	100.0	0	0/0	.0
Enrolled												
First-Year	10	6/4	100.0	0	0/0	.0	14	9/5	100.0	0	0/0	.0
All Years	30	15/15	96.7	2	0/2	50.0	52	39/13	98.1	2	0/2	50.0
1988-89												
Applied	91	42/49	86.8	6	2/4	33.3	143	79/64	93.0	13	3/10	61.5
Accepted	9	2/7	100.0	0	0/0	.0	22	10/12	90.9	2	1/1	50.0
Matriculated	6	1/5	100.0	0	0/0	.0	13	8/5	92.3	1	0/1	.0
Enrolled												
First-Year	8	1/7	100.0	0	0/0	.0	14	9/5	92.9	1	0/1	.0
All Years	30	15/15	96.7	2	0/2	50.0	52	39/13	98.1	2	0/2	50.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	0	4
American Indian	1	0	0
Mexican American/Chicano	9	0	13
Mainland Puerto Rican	0	0	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	92	45/47	88.0	5	0/5	80.0	156	104/52	93.6	9	7/2	44.4
Accepted	6	5/1	83.3	2	0/2	100.0	35	18/17	94.3	1	0/1	.0
Matriculated	5	4/1	80.0	2	0/2	100.0	24	11/13	95.8	0	0/0	.0
Enrolled												
First-Year	13	7/6	92.3	2	0/2	100.0	27	13/14	96.3	0	0/0	.0
All Years	43	19/24	93.0	8	5/3	87.5	63	38/25	96.8	0	0/0	.0
1988–89												
Applied	102	46/56	87.3	9	4/5	55.6	144	80/64	94.4	11	3/8	72.7
Accepted	11	5/6	100.0	2	1/1	100.0	15	8/7	100.0	0	0/0	.0
Matriculated	8	3/5	100.0	2	1/1	100.0	13	7/6	100.0	0	0/0	.0
Enrolled												
First-Year	9	4/5	100.0	3	1/2	100.0	22	12/10	100.0	0	0/0	.0
All Years	43	19/24	93.0	8	5/3	87.5	63	38/25	96.8	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	8	6	12
American Indian	1	2	2
Mexican American/Chicano	12	14	17
Mainland Puerto Rican	0	0	0

The University of Texas Medical School at Houston

Address inquiries to
Dr. George Stuncel
Student Support Program
The University of Texas Medical School at Houston
Office of Admissions/Student Affairs
6431 Fannin, MSMBG.024
Houston, Texas 77030
(713) 792-5858

Recruitment. The recruitment activities of the University of Texas Medical School at Houston is the responsibility of the Associate Dean for Admissions and the Student Support Program. Their responsibilities in this area include early identification and continuous career development for potential applicants to the school. Their efforts are employed through "field" visits to colleges, universities and junior colleges, and orientation visits to the medical school.

Admissions. Minority or disadvantaged applicants participate in the same admissions process as any other applicant applying to this school. Each applicant's file is prescreened and those applicants whose applications indicate a potential for success in medicine are invited for an interview.

The Admissions Committee, which is composed of basic science and clinical faculty, makes the final decision on each interviewed applicant. The committee takes into consideration the following criteria in reviewing minority applicants: non-cognitive variables, such as positive self-concept, determination, and independence; MCAT score of the applicant as it compares to the percentile score of the applicants' specific ethnic group; and commitment of the applicant to his/her specific ethnic group.

Academic Aid Programs. The Academic Enrichment and Reinforcement Program seeks to maximize retention of enrolled students by providing comprehensive educational and personal reinforcement services. This program provides the following services to any student enrolled at the school: academic and personal counseling, basic study skills, tutorial sessions, and management of time seminars.

Summer Programs. The Summer Enrichment Program at the University of Texas Medical School at Houston is an eight-week intensive educational experience for minority and economically disadvantaged students who are interested in pursuing a medical career. The curriculum includes an undergraduate course in biochemistry, courses in study skills and medical terminology, health related seminars, mock interviews, and hospital based rotations.

The requirements for college students to participate in this summer program are: one year or college biology, physics, math, chemistry, and one semester of organic chemistry.

Student Financial Assistance. Financial aid is available primarily in the form of loans. Students with outstanding credentials are automatically considered for our Faculty Scholarship Award.

University of Texas Medical School at San Antonio

Address inquiries to
Dr. Leonard E. Lawrence
Associate Dean for Student Affairs
University of Texas Medical School at San Antonio
7703 Floyd Curl Drive
San Antonio, Texas 78284
(512) 567-4429

Recruitment. An active recruitment program is currently underway. This effort involves visits by faculty, administrative staff and students to those undergraduate campuses within the state of Texas where significant numbers of disadvantaged students have been identified. Visits to the medical school campus are encouraged in order that the disadvantaged student may become familiar with available opportunities. These visits are coordinated by the Office of Special Programs. Inquiries from Texas residents attending undergraduate school outside the state are encouraged.

Admissions. The University of Texas Medical School at San Antonio seeks to admit a class which reflects the diversity of the population. Minority applicants and disadvantaged applicants are reviewed extensively in an active effort to determine which of these candidates will be able to successfully complete the medical education curriculum. While the Grade Point Average (GPA) and the Medical College Admission Test (MCAT) score are important ingredients in the assessment process, many other factors enter into the consideration. Early educational experiences, parental influences, socio-economic factors and life experiences of the applicant are all relevant issues to be reviewed. Evidence of leadership capacities, exceptional motivation and record of past achievement, whether academic or in other life areas, are also among the factors considered.

The records of all minority applicants are reviewed extensively. Promising candidates are offered interviews. The candidates will be interviewed by two (2) members of the Admissions Committee, at least one of whom will also be a minority person. At the completion of the interview process the applicants are then discussed in detail. The ultimate selection is by the Dean of the Medical School with the concurrence of the Admissions Committee.

Academic Aid Programs. The Medical Dean's Office has developed an extensive Faculty Advisor System. Entering students are assigned a faculty member who will function as that student's advisor for the full four (4) years of medical education. Efforts are made to assign each minority entrant to a minority faculty person, though all students have the prerogative of changing their Faculty Advisor if they so choose. The Faculty Advisor functions as a student advocate and will aid the student in finding help should problems, academic or otherwise, occur.

Additionally, the Health Science Center Counseling Service Office provides a full range of educational and learning skill development services. The Counselling Office also coordinates an extensive peer advisor system for all students.

Summer Programs. The primary objective of the summer program for premedical and predental students is to increase admission of disadvantaged minority students into medical and dental school by improving their MCAT and DAT scores. A second objective is to reinforce each student's motivation and to acquaint him/her with the environment of a health professional school.

The program consists of two (2) parts. The structured educational portion is designed to improve the students' performance on the MCAT and DAT. This includes classroom lectures, sample test-taking and self-pace study using audiovisual material. The second part is a reinforcement of the student's motivation to pursue a medical or dental career. This includes interaction with minority student and faculty role models, attendance at medical and dental lectures and conferences, and information regarding admission, curriculum and financial aid in medical and dental school. Disadvantaged and minority premedical and predental students from Texas colleges and universities have been selected to participate in this program.

Students eligible for the program are junior or senior predental and junior or senior premedical students. Students who have obtained a degree and are currently enrolled in an institution of higher education are also eligible. Participants must qualify as disadvantaged students based on a combination of factors including racial, ethnic, socio-economic, educational or geographic background. Students must have taken the MCAT or DAT or provide evidence of having applied to take it in order to be considered for the program. Applicants should have an average GPA of about 3.0 based on a 4.0 as an "A".

During the past several years, the Health Science Center has also sponsored a summer program for minority high school students. Minority students are selected from area high schools and are offered an opportunity to work, for pay, for a ten (10 week period in one of the research laboratories within the Health Science Center. The purpose of the program is to increase the awareness of these students of opportunities which are available within the health professions arena and to perhaps provide them the motivation to pursue such careers. Candidates are recommended by local high school counselors and/or science teachers. Final selection is made by two (2) minority faculty persons.

Student Financial Assistance. Limited scholarship assistance is available. The Office of Financial Aid works closely with all students in order to identify the most effective aid package for each student. Financial assistance is not routinely available for interviews. Application fee waivers are not granted.

University of Utah
School of Medicine

Address inquiries to
Herman Hooten
Director of Minority Affairs
University of Utah
School of Medicine
50 North Medical Drive
Salt Lake City, Utah 84132
(801) 581-6369

Recruitment. The University of Utah School of Medicine recruits minority applicants through present and former students, personal visits, and direct mail. An HCOP funded project to identify and assist the entry of minority applicants from the Intermountain Region (Utah, Idaho, Wyoming, Montana) will begin September 1, 1985. This program's primary objective is to increase the number of successful applications to the School of Medicine from the colleges and universities in this region. Additional student identification is accomplished through the Med-Mar listings received from the American Medical College Admissions Service (AMCAS).

Admissions. The University of Utah has no quotas of any kind for minority applicants. We recognize that minority physician shortages exist in the United States and are committed to redress these inequities through affirmative action. As part of this effort, the Simulated Minority Admissions Exercise, constructed by the Association of American Medical Colleges, is conducted for our Admissions Committee each year in order to provide them with a realistic method of assessing minority applicants. As a result, Admissions Committee members are better able to utilize non-cognitive characteristics in their selection of successful minority applicants. The Admissions Committee is made up chiefly of members of the school of medicine faculty with participation by students and community physicians.

Applications may be obtained and completed through the American Medical College Admissions Service (AMCAS). Students who are eligible for our affirmative action program may apply through either the early decision or regular programs.

Academic Aid Programs. Academic aid programs planned for the coming year include a learning skills workshop for all entering students and National Board preparatory tutoring for minority students prior to both parts I and II of the National Boards. Tutorial programs are available to all students in both basic and clinical sciences. The school of medicine is committed to make every effort to graduate every student admitted. Since 1974, 58 of 66 eligible ethnic minority physicians have graduated. A peer counseling program is used to provide freshman and sophomore students with aid from senior students.

Summer Programs. The University of Utah School of Medicine and the Ethnic Minority Health Science Center have operated Summer Enrichment Programs since 1977. These programs were funded through HCOP until 1984. The program provided math and science coursework as well as practical research or hospital experience for 20 students entering the undergraduate program. The 1985 program has been expanded to include 60 additional high school sophomores and juniors in the nine-week summer experience. It has targeted Hispanic, Native American, and other ethnic minority groups (Black, Puerto Rican, and Polynesian) in Utah, Southern Idaho and North Arizona. This program is funded through a grant by the Robert Wood Johnson Foundation.

An HCOP-sponsored program will bring 36 college juniors to the School of medicine for a three-week workshop. This workshop will provide assistance in preparing for the application process to medical school. These students will be from twelve colleges and universities in Utah, Idaho, Wyoming, and Montana.

These two programs are specifically designed to increase the number of minority matriculants to the school of medicine.

Student Financial Assistance. As part of our commitment to redress physician shortages among minority groups, the school of medicine makes every effort to meet the financial needs of economically underprivileged students. This is done by a combination of scholarships and loans to meet the student's need as determined by the University Financial Aid Office. In addition, assistance is available to students interested in applying for National Health Service Corps or military programs.

University of Vermont College of Medicine

Address inquiries to
Dr. Marga S. Sproul
Associate Dean for Admissions
University of Vermont
College of Medicine
E-109 Given Bldg.
Burlington, Vermont 05405
(802) 656-2154

Recruitment. Effective affirmative action is a high priority for the University of Vermont. We are actively recruiting minority students to our undergraduate college through outreach programs to urban areas which bring high school students to visit the campus. Undergraduate students interested in attending medical school will have opportunities to work in research laboratories at the medical school during summer vacation periods.

Recruitment efforts by the college of medicine will include participation in regional and national recruitment day activities and networking with the UVM Minority Alumni Association, the Chittenden County Black Professionals Association, the Black and Third World Faculty Organization, and others to identify potential applicants. Recruitment efforts are under the leadership of the Associate Dean for Admissions, with assistance from medical student, minority faculty members, graduate school faculty members, and others.

Admissions. Applicants who are members of underrepresented minority groups (ie. Black Americans, Hispanics of Mexican or mainland Puerto Rican origin, and Native Americans), have their files reviewed personally by the Associate Dean for Admissions and are exempt from the usual prescreening process. Applications are also reviewed by an Ad Hoc Committee on Minority Admissions, which is composed of four minority faculty members, two members of the Admissions Committee, and the Associate Dean for Admissions. Applicants considered by this committee to be promising candidates for admission on the basis of their personal essays, MCAT scores, letters of reference, and grade point averages are invited for an interview. The interview takes place at the UVM College of Medicine. It includes an orientation session with the Associate Dean of Admissions, an opportunity to meet informally with medical students, and an interview with a member of the Admissions Committee and a 3rd or 4th year medical student. The Admissions Committee is comprised of twelve faculty members plus the Associate Dean for Admissions. Committee membership varies annually. The committee is seeking applicants who are mature, who are highly motivated for a career in medicine as a means of helping others, and who relate well to people.

Academic Aid Programs: Initial advisement is provided initially by the Associate Dean for Student Affairs. The structure of the freshman curriculum allows multiple opportunities for contact with faculty in small group teaching sessions, thus providing additional opportunity for the development of close relationships with faculty. In addition, efforts will be made to link minority students with informal advisors on the faculty or in the community, depending on the needs and interests of the students. Involvement in clinical medicine from the first week of medical school provides a significant stimulus to academic performance throughout the basic science years. In the junior year students select formal advisors, based on their career preferences at that point in their education. Informal tutorial help from fellow students and from faculty members is available to all students who experience the need for it. The college of medicine has a tradition of a flexible policy for leaves of absence for students who need to depart from the traditional four year sequence.

Summer Programs: During the summer following the freshman year medical students may participate in summer research fellowships or preceptorship placements with practicing physicians. The remaining summer periods of the student's medical education are committed to clinical or elective educational experiences.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	97	49/48	82.4	5	1/4	60.0	149	98/51	96.6	12	9/3	50.0
Accepted	5	3/2	100.0	0	0/0	.0	16	10/6	100.0	0	0/0	.0
Matriculated	5	3/2	100.0	0	0/0	.0	10	6/4	100.0	0	0/0	.0
Enrolled												
First-Year	8	5/3	100.0	0	0/0	.0	12	6/6	100.0	0	0/0	.0
All Years	28	13/15	89.2	0	0/0	.0	53	29/24	98.1	2	1/1	100.0
1988-89												
Applied	101	45/56	87.1	8	4/4	62.5	143	78/65	96.5	15	4/11	53.3
Accepted	10	5/5	90.0	0	0/0	.0	16	9/7	100.0	1	1/0	100.0
Matriculated	6	3/3	100.0	0	0/0	.0	10	6/4	100.0	1	1/0	100.0
Enrolled												
First-Year	6	3/3	100.0	0	0/0	.0	14	9/5	100.0	1	1/0	100.0
All Years	23	10/13	86.9	1	0/1	100.0	50	29/21	98.0	3	2/1	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	7	4
American Indian	0	0	1
Mexican American/Chicano	10	21	6
Mainland Puerto Rican	0	2	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	88	46/42	86.2	5	1/4	75.0	152	100/52	93.5	12	9/3	44.4
Accepted	8	3/5	100.0	0	0/0	.0	26	21/5	96.2	0	0/0	.0
Matriculated	5	1/4	100.0	0	0/0	.0	21	16/5	100.0	0	0/0	.0
Enrolled												
First-Year	8	4/4	100.0	0	0/0	.0	23	16/7	100.0	0	0/0	.0
All Years	26	10/16	95.5	2	2/0	100.0	84	59/25	100.0	2	2/0	100.0
1988-89												
Applied	96	43/53	89.5	9	3/6	57.1	149	83/66	93.3	14	5/9	66.7
Accepted	6	2/4	100.0	1	0/1	100.0	27	13/14	100.0	2	0/2	100.0
Matriculated	4	2/2	100.0	1	0/1	100.0	19	10/9	100.0	2	0/2	100.0
Enrolled												
First-Year	5	2/3	100.0	1	0/1	100.0	24	14/10	100.0	2	0/2	100.0
All Years	24	10/14	95.5	1	0/1	100.0	81	51/30	100.0	3	1/2	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	4	9
American Indian	2	0	0
Mexican American/Chicano	20	17	16
Mainland Puerto Rican	1	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	14	12/2	14.3	11	7/4	18.2	21	16/5	.0	0	0/0	.0
Accepted	2	2/0	.0	3	2/1	66.7	5	4/1	.0	0	0/0	.0
Matriculated	1	1/0	.0	2	2/0	100.0	3	3/0	.0	0	0/0	.0
Enrolled												
First-Year	2	1/1	.0	2	2/0	100.0	3	3/0	.0	0	0/0	.0
All Years	2	1/1	.0	5	4/1	60.0	10	9/1	20.0	0	0/0	.0
1988-89												
Applied	14	10/4	14.3	12	5/7	8.3	19	14/5	5.3	2	1/1	.0
Accepted	0	0/0	.0	5	2/3	20.0	3	2/1	.0	0	0/0	.0
Matriculated	0	0/0	.0	1	1/0	100.0	1	0/1	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	1	1/0	100.0	2	1/1	.0	0	0/0	.0
All Years	2	1/1	.0	5	4/1	60.0	10	9/1	20.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	0	0
American Indian	1	2	1
Mexican American/Chicano	3	3	3
Mainland Puerto Rican	0	0	0

Eastern Virginia Medical School of the Medical College of Hampton Roads

Address inquiries to
Ms. Gail C. Williams
Assistant Dean for Student Affairs
and Director of Minority Affairs
Eastern Virginia Medical School
P.O. Box 1980
700 Olney Road
Norfolk, Virginia 23501
(804) 446-5869

Recruitment. Eastern Virginia Medical School (EVMS) accepted its first class in October, 1973. With the entering class of 1984 the school converted from a three year program to the traditional four year pro gram in medical education.

Faculty, administrators and students make visits to area high schools upon request and participate fully in career day activities. Counselors, students and science teachers make periodic visits to the EVMS campus for tours and orientation.

All college campuses in the state are visited with advance invitations sent to minority students in health curricula to meet with the representatives.

Recruitment of under-represented minority group students to EVMS is an ongoing activity. Predominantly black college campuses in and out of the state are visited by administrators and/or faculty annually. Student alumni often accompany them. A pre-health coalition of advisors from these schools has been established to afford the exchange of information and professional services between EVMS and the undergraduate institutions.

The Director of Minority Affairs and the Associate Dean for Admissions collaborate in coordinating all recruitment efforts.

Admissions. Eastern Virginia Medical School does not have a separate disadvantaged student admissions committee. The disadvantaged students are evaluated by the same criteria that are used to evaluate other applicants. All applicants are evaluated with respect to their socio-economic background.

EVMS's admissions emphasis is divided between academic performance (GPA and MCAT), students' experiences in clinical/medical/health-related areas, and commitment to humanistic approaches to medicine. The Admissions Committee is composed of basic science faculty members, community clinical science faculty, and administrators. Workshops for premed advisors throughout the state and invitees from surrounding area colleges are held semi-annually. Admissions criteria, the selection process and counseling strategies are addressed with a tour of the facility given in an effort to familiarize premed advisors with EVMS.

Academic Aid Programs. Matriculants are counseled to seek academic reinforcement from the teaching faculty and the student advisors. Special tutorial sessions are arranged through departmental chairmen. Each entering student is assigned a faculty advisor who acts as a resource in helping students with problems of either an academic or a personal nature. The advisor system is coordinated through the Office of Student Affairs. Any special problems are addressed by the Associate Dean for Student Affairs and the Director of Minority Affairs. In addition, students receive counseling and direction through the Human Values in Medicine Program. Flexible curriculum schedules may be devised at the request of the student or if deemed necessary by the Student Progress Committee.

Summer Program. The eight-week long Work and Study Summer Program for minority students is designed to identify students (particularly native Virginians) who have demonstrated both interest and aptitude in medicine. Rising juniors and seniors in college are the main targeted audience, but college grads are often considered.

The Program accepts ten students. Students take courses similar to the medical school freshman class, do supervised research with a faculty member, and have clinical experiences with minority (mainly Black) physicians in the area. Contact person: Director of Minority Affairs.

Student Financial Assistance. If AMCAS grants an application fee waiver, EVMS does also. EVMS participates in HPSL, NSL and EFN, all awarded to students on the basis of demonstrated need. There are no loan or scholarship funds restricted to any ethnic minority group. All State and EVMS funds are awarded in the same manner. All minorities are encouraged to apply to NMF.

Virginia Commonwealth University
Medical College of Virginia
School of Medicine

Address inquiries to
Dr. James M. Messmer
Assistant Dean, Admissions
Virginia Commonwealth University
The Medical College of Virginia
School of Medicine
Box 565, MCV Station
Richmond, Virginia 23298
(804) 786-9630

Recruitment. The Medical College of Virginia Health Careers Opportunity Program (HCOP) is responsible, in conjunction with the School of Medicine, for the recruitment of minority group students who are underrepresented in medicine.

The Director of HCOP, the Assistant Dean of Admissions, medical students and selected faculty members annually visit with premedical advisors and student groups on the MCV campus and at the undergraduate institutions.

Information about the unique and desirable features of the medical school curriculum are answered in all the formal and informal presentations. These visits are usually made to colleges and universities that have a large enrollment of Virginia residents since these students receive preference for admission to the school of medicine. Seminars are arranged for premedical clubs and premedical advisors upon request. During these off campus visits to undergraduate institutions, students are encouraged to apply for admission to the Medical College of Virginia/Virginia Commonwealth University and to visit its campus.

Admissions. MCV/VCU has an institutional goal to educate students who, in time, will meet the health care needs of our society. The Medical College of Virginia is interested in increasing minority representation in medicine. Students are selected by an Admissions Committee which evaluates all applicants for the study of medicine. Black faculty and students are members of the Admissions Committee. A personal interview is granted to those students who are being considered for admission to the school of medicine. Applicants are interviewed by members of the Admissions Committee, and routinely by the Director of HCOP in a one-to-one setting.

Socioeconomic factors are considered when the academic credentials and personal development of minority applicants are assessed by the Admissions Committee.

Academic Aid Programs. The Assistant Dean of Student Affairs, the Health Careers Opportunity Program, and professionals in the University Counseling Center are concerned with the progress and maturation of individual medical students. Students who have academic problems are identified early in the academic year and these individuals are provided with tutorial assistance. A variety of tutorial services are available, i.e., 1) individual and group tutoring based upon a personal needs assessment; 2) educational resources, i.e., old exam file, co-op notes, review material, audio tapes of first and second year lectures; and 3) study skills sessions.

Summer Programs. MCV/VCU provides a Summer Institute for two weeks. The goal of the Summer Institute in the school of medicine is to provide matriculated first-year students with classroom experiences that will facilitate their transition into medical school and assist them in becoming more efficient learners. Institute experiences include lectures in biochemistry, seminars which will aid in the development of coping skills, and a short hospital experience.

Pre-Admissions Workshop is conducted annually for the purpose of assisting minority students in enhancing their credentials for admission to all health professional schools. Participants in this program are selected from the junior and senior college classes as well as from graduate programs. The program selection is by a committee, and includes instruction in basic sciences, analytical reasoning, test-taking strategies, coping skills, time management, reading and comprehension, and clinical experiences. All components in this program are taught by MCV faculty.

Student Financial Assistance. A detailed evaluation of the financial aid for each student with a need is conducted after the student has been accepted into the school of medicine. Financial aid is important to our students. Available scholarship monies and loans vary in amount and distribution each year. Every effort is made to meet the financial needs of all our students. The Project Scope (Science Careers Opportunity Planned Enrichment Program) has limited scholarship funds and emergency loan funds are available for Virginia residents.

The school of medicine will waive application fee requirements for all students for whom that fee will be a financial hardship.

University of Virginia
School of Medicine

Address inquiries to
Dr. Maurice Apprey
Assistant Dean, Minority Affairs
University of Virginia
School of Medicine
Box 458
Charlottesville, Virginia 22908
(804) 924-1867

Recruitment. All predominantly Black schools in the state of Virginia are invited each year to participate in the "Day at the Medical Center" sponsored by the Medical Alumni Association. Some schools are visited by members of the Admissions Committee for the purpose of recruiting students. Our representatives also visit summer programs to recruit minority students. Additionally, the Minority Affairs Committee of the student government, known as the Mulholland Society, is involved in the recruitment efforts.

Admissions. Minority students invited for interviews are met in the Admissions Office by medical students of the same minority group who are able to answer questions informally as well as give advice to prospective students.

Academic Aid Programs. Each entering student is assigned a faculty member and a second-year student as advisors. During the clinical years, each student selects a faculty member whom he or she consults about such matters as fourth-year electives program and career choice. The school of medicine provides academic support services for medical students including structured Peer Tutorial Programs in biochemistry, cell and tissue structure, genetics, gross anatomy, human behavior, introduction to clinical medicine, microbiology, neuroscience, pathology, pharmacology, physiology, and psychopathology. Tutoring is provided by faculty who are teaching the courses and by fourth year medical students and graduate students. Preparatory Workshops for Part I of the National Boards, workshops on time management, stress management, study skills and test-taking strategies are offered. Academic and personal counseling and resources for students with special learning needs are also proivided. During the clinical experience, individual assistance is available when necessary. The student academic support program is directed by the Assistant Dean for Student Aademic Support. When necessary, the curriculum can be adjusted to allow additional time for completion by the student with special requirements.

Summer Programs. Medical Academic Advancement Program (MAAP) is a six week intensive program offered each summer to enhance opportunities for minority and disadvantaged students to remain in, and graduate from medical school. Two levels of MAAP (MAAP-I and MAAP-II) are offered: MAAP-I, aimed at increasing acceptance rates into medical school for minorities, is designed for students who have completed at least one year of college and qualified post-baccalaureate applicants. MAAP-I offers academic enrichment and MCAT preparation; research/clinical experience with faculty mentors; lectures by eminent scientists in biomedical research; exposure to the "real" world of medicine through a clinical medicine lecture series; academic and personal counseling; sessions on admission procedures, financial planning, study skills, time management, stress management, and interviewing skills. MAAP-II is as retention-based program designed to give students who have been accepted to medical school but have not yet entered, or students who have scored competitively on the MCAT, the opportunity to experience the content, pace, and volume of medical school curriculum. Components of MAAP-II include segments of actual medical school courses: biochemistry, cell physiology, genetics, gross anatomy, introduction to clinical medicine, and structure and function: clinical and research observations; academic and personal counseling; sessions on study skills, test-taking strategies, time management, and stress management. Stipends and travel assistance are available for qualified participants from minority group underrepresented in medicine.

Financial Assistance. The admision application fee may be waived for financially disadvantaged applicants. In addition to the standard federal and institutional scholarship and loan programs which provide aid on the basis of demonstrated financial need to all students who are U.S. citizens or permanent residents, the medical school annually offers a number of non-need based four-year scholarships in amounts ranging from $5,000 to $20,000 per year to competitive entering minority students. The minority affairs and financial aid offices work closely with minority students to ensure that no applicant is denied access to medical school due to lack of funding.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	41	21/20	.0	3	1/2	.0	10	7/3	.0	14	11/3	.0
Accepted	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	1/0	.0	1	0/1	.0	3	0/3	33.3	0	0/0	.0
1988-89												
Applied	42	18/24	.0	6	4/2	.0	10	4/6	10.0	10	5/5	.0
Accepted	2	0/2	.0	1	1/0	.0	2	0/2	50.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	2	0/2	50.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	2	0/2	50.0	0	0/0	.0
All Years	1	1/0	.0	1	0/1	.0	3	0/3	33.3	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	0	0	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	99	40/59	34.3	7	5/2	28.6	5	4/1	20.0	8	3/5	25.0
Accepted	8	5/3	62.5	0	0/0	.0	1	1/0	.0	1	1/0	100.0
Matriculated	5	4/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	5	4/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	14	5/9	92.9	0	0/0	.0	1	0/1	.0	0	0/0	.0
1988–89												
Applied	104	50/54	29.8	2	2/0	50.0	9	3/6	11.1	6	4/2	.0
Accepted	10	4/6	70.0	0	0/0	.0	1	0/1	100.0	0	0/0	.0
Matriculated	2	1/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First Year	3	2/1	66.7	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	14	5/9	92.9	0	0/0	.0	1	0/1	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	6	5	7
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	1	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	152	59/93	28.9	9	6/3	22.2	10	7/3	10.0	5	3/2	40.0
Accepted	19	6/13	63.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	10	2/8	60.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	13	3/10	69.2	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	31	13/18	80.6	1	1/0	100.0	1	1/0	.0	0	0/0	.0
1988-89												
Applied	153	74/79	24.2	5	4/1	20.0	12	7/5	16.7	6	4/2	.0
Accepted	19	8/11	68.4	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Matriculated	7	4/3	100.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	9	4/5	100.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
All Years	31	13/18	80.6	1	1/0	100.0	1	1/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	11	4	7
American Indian	0	1	0
Mexican American/Chicano	1	0	1
Mainland Puerto Rican	0	1	0

University of Washington
School of Medicine

Address inquiries to:
Charles Garcia
Director
Minority Affairs Program
University of Washington
School of Medicine, SM-22
Seattle, WA 98195
(206) 685-2489

Recruitment. The Minority Affairs Program was established in 1980 by the Dean of the Medical School Executive Committee as a reaffirmation of the school's efforts to matriculate and graduate minority physicians.

The University of Washington School of Medicine serves as the regional school for the four WAMI states (Washington, Alaska, Montana, Idaho). Although minority recruitment efforts are concentrated within the WAMI region, minority students outside the region are encouraged to apply. A full-time program manager coordinates activities of the Minority Affairs Program designed to encourage and assist minority students who have an interest in pursuing a career in medicine.

The Minority Affairs Program works closely with colleges, universities, and established community organizations in the Pacific Northwest to identify, encourage, recruit and train minority students interested in medical careers. An advisory board composed of students, community leaders, and faculty participates in the development of program activities.

The program conducts an annual preadmissions workshop for potential minority applicants from the region. The workshop is designed to provide in-depth information on the application process, selection of a medical school, the interview and financial aid. Other support services are available.

Admission. The Admissions committee is a diverse group which includes faculty, students and lay persons. Minority students and faculty are represented on the committee. Admission procedures are the same for all applicants.

Applicants are considered comparatively on the basis of academic performance, MCAT scores, motivation, maturity, letters of recommendation and demonstrated humanitarian qualities. Extenuating circumstances in an applicant's background are evaluated as they relate to these selection factors.

Academic Aid Programs. The School offers a variety of retention services for minority and/or disadvantaged students. Individual tutorial activities are arranged during the academic year for any student encountering academic difficulty. An expanded curriculum is available for students requiring more than four years to complete the curriculum.

Summer Programs. The school of medicine participates with the Health Sciences Minority Student Program to pair minority high school students with mentors for a summer experience. In addition, the University of Washington coordinates the Northwest Consortium Minority Medical Program, a six-week summer enrichment program for undergraduate minority students possessing a 3.0 science grade point average, a 2.75 overall grade point average, and an interest in a medical career.

A prematriculation summer program is offered annually for new matriculants from nontraditional backgrounds. The program provides an introduction to the medical curriculum, exposure to local health care systems, and workshops in study skills, stress management, and writing skills. Eligible student participants receive stipends for the duration of the program.

Student Financial Assistance. Financial aid, based on demonstrated financial need, is available to all students. Local and national grants, scholarships, and loan monies are utilized to assist students in meeting their needs. Educational costs which may be covered by financial aid include tuition and fees, books, supplies and equipment, room and board, transportation, and personal expenses.

The application fee is waived for students who request and qualify for a fee waiver from AMCAS.

Out-of-state students may generally apply for resident status by the second year. Once resident status is granted, students pay in-state tuition. The Minority Affairs Office works closely with students to meet the requirements for residency.

Marshall University
School of Medicine

Address inquiries to
Dr. Patrick I. Brown
Associate Dean for Student Affairs
1542 Spring Valley Drive
Huntington, West Virginia 25704
(304) 696-7300

Recruitment. The School of Medicine does not have a special recruitment program for minority students.

Admissions. The admissions process is the same for all applicants. The Admissions Committee considers the GPA for undergraduate studies, particularly in science and related courses, MCAT scores, and character qualifications such as motivation, enthusiasm, emotional stability, mature judgment, integrity, leadership and scope of interests. West Virginia residents and selected out-of-state applicants participate in two thirty-minute interviews with members of the Admissions Committee.

Academic Aid Programs. All medical school matriculants can receive tutorial assistance and advisement from a particular course professor, an assigned faculty advisor and/or a student selected faculty advisor.

Summer Programs. At this time no formal academic enrichment and/or recruitment programs are offered during the summer.

Student Financial Assistance. Those students receiving a fee waiver from AMCAS will also receive a waiver of the application fee for the School of Medicine.

Other Pertinent Information. There is no discrimination because of race, sex, religion, age, handicap, or national origin. Qualified members of minority groups are encouraged to apply.

West Virginia University School of Medicine

Address inquiries to
Dr. John W. Traubert
Associate Dean for Student Affairs
West Virginia University
School of Medicine
1149 Basic Sciences Building
Morgantown, West Virginia 26506
(304) 293-2408

Recruitment. The school of medicine participates in a yearly program on a university-wide basis to interest secondary school students in health science careers. This program is especially oriented toward minority students. In addition, personnel from the Office of Admissions and Records and the Office of Student Affairs make yearly visits to colleges in the State. These visits are prearranged and special invitations are sent to students who are interested in health science careers, especially minority students. During these visits, discussions are held on a one-to-one basis with the student, and they are encouraged to pursue their interest. Also, periodic visits are made to high schools within the state holding "career day" activities; and, again, individual students are counseled regarding their questions and concerns for health science careers. Every other year, the Office of Student Affairs holds a 1½ day seminar in which pre-medical advisors from the state's colleges are invited. During this seminar, discussions and programs are carried out to help the advisors in their work with students interested in health science careers. Minority advisors are especially welcomed, and every effort is made to indicate our interest in helping needy students. Special tours and seminars are arranged on request for individual students or groups wishing to have additional exposure to the requirements for medical school or health science careers.

Admissions. The school of medicine has no differences in requirements for minority students. Every effort is made to select minority students who are felt to have proper motivation and capabilities for professional school. There is no special screening panel or admissions committee devoted to minority applicants. The criteria used for selection are the same for all students, and these include the grade point averages, MCAT scores, personal interviews, letters of recommendation, and student's motivation and inter-personal skills. The Admissions Committee is made up of approximately equal numbers of basic science and clinical faculty. In addition, there are a total of four students who are full members of the committee, usually two juniors and two seniors. Every effort is made to obtain minority students and faculty for membership on the Admissions Committee.

Academic Aid Programs. Every effort is made to make an early identification of students in academic difficulty regardless of their minority or social economic status. This is done through close supervision, cooperation, and communication among the course instructors, course coordinators, and Office of Student Affairs. Assistance is routinely given to students with special needs; this may take several forms, such as identification and help with personal problems, improvement in study techniques, and tutorial guidance on a one-to-one basis by faculty members. Every attempt is made to individualize student's needs, and special arrangements for scheduling are, at times, made on an individual basis. All students are encouraged to communicate with the Office of Student Affairs if they need assistance in the areas of academic achievement, health, or matters of personal concern.

Summer Programs. *Health Career Opportunities Program.* A health career opportunities program is underway for enrichment for minority students interested in a health science career. This program, at present, involves minority students entering college. The students will have summer semester-long exposure to subjects in the health science fields. Learning skills will be stressed and counseling on a one-to-one basis provided. This program extends into follow-up and retention efforts for students who enroll in undergraduate college work. As these minority students progress through college, there are planned enrichment programs for those who are applying or have been accepted in medical school. Minority students who are interested in this type of program are encouraged to communicate with the Office of Student Affairs.

Student Financial Assistance. There are no special sources of financial aid for minority students. The school makes every effort to identify students with financial needs, which is the sole criterion for consideration of all students. The school has a very active and capable Financial Aid Office which has the responsibility of helping students with their financial needs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	121	46/75	29.8	13	8/5	15.4	10	8/2	10.0	10	8/2	20.0
Accepted	17	7/10	29.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Matriculated	7	1/6	57.1	0	0/0	.0	0	0/0	.0	1	1/0	100.0
Enrolled												
First-Year	8	2/6	50.0	0	0/0	.0	0	0/0	.0	1	1/0	100.0
All Years	24	13/11	58.3	1	1/0	100.0	1	0/1	100.0	1	1/0	100.0
1988-89												
Applied	116	46/70	24.0	5	2/3	.0	10	5/5	10.0	7	4/3	.0
Accepted	11	6/5	55.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	9	5/4	67.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	9	5/4	67.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	29	13/16	69.0	1	1/0	100.0	1	0/1	100.0	1	1/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	4	5	7
American Indian	1	0	0
Mexican American/Chicano	0	0	1
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	100	54/46	7.0	26	15/11	15.0	92	60/32	6.5	5	3/2	40.0
Accepted	10	5/5	40.0	3	1/2	66.7	7	7/0	14.3	1	0/1	100.0
Matriculated	4	2/2	.0	1	0/1	100.0	5	5/0	20.0	0	0/0	.0
Enrolled												
First-Year	4	2/2	.0	1	0/1	100.0	5	5/0	16.7	0	0/0	.0
All Years	14	9/5	42.9	7	3/4	58.3	21	16/5	17.6	1	1/0	100.0
1988-89												
Applied	89	40/49	11.2	25	11/14	12.0	94	62/32	3.2	6	3/3	33.3
Accepted	6	3/3	50.0	7	4/3	28.6	11	6/5	.0	1	1/0	100.0
Matriculated	1	1/0	.0	6	3/3	33.3	2	1/1	.0	1	1/0	100.0
Enrolled												
First-Year	2	1/1	.0	6	3/3	33.3	5	4/1	20.0	1	1/0	100.0
All Years	11	7/4	42.9	10	5/5	58.3	19	12/7	17.6	1	1/0	100.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	1	4
American Indian	2	1	2
Mexican American/Chicano	5	4	4
Mainland Puerto Rican	1	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	12	6/6	8.3	2	2/0	50.0	2	2/0	.0	2	1/1	.0
Accepted	0	0/0	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0
All Years	0	0/0	.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0
1988–89												
Applied	18	10/8	11.1	1	1/0	.0	2	0/2	.0	2	1/1	.0
Accepted	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	0	0/0	.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	0	0/0	.0	1	1/0	100.0	1	0/1	100.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	0	1	0
American Indian	0	0	0
Mexican American/Chicano	0	0	0
Mainland Puerto Rican	0	0	0

Medical College of Wisconsin

Address inquiries to
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The Medical College of Wisconsin
8701 Watertown Plank Road
Milwaukee, Wisconsin 53226
(414) 257-8734

Recruitment. The Medical College of Wisconsin (MCW), through its Assistant Dean for Minority Student Affairs, maintains an active recruitment program for minority students at many levels. Locally, we participate in several programs to encourage high school students to study and prepare for careers in medicine. Students with academic potential may elect to enroll in the Med-Prep Program, a joint program between MCW and the University of Wisconsin-Milwaukee. During a four to five year undergraduate experience, an enriched program leading to a B.A. or B.S. degree is offered to help prepare students for the rigors of medical school. Those students achieving sufficient academic credentials are offered a conditional acceptance to MCW after their first year at UWM. Summer jobs in the health care field and special seminars are also part of the program.

MCW's expressed goal is to expand opportunities for minority students in medicine in order to effect a more equitable distribution of physicians in underrepresented ethnic/racial groups. With this in mind, our enrolled minority students participate in recruiting activities whenever they can. Minority and majority applicants are invited for interviews and are welcomed by students in their homes overnight and oriented to MCW in our student-run Applicant-Host Program.

A primary objective of the school's recruitment activities is to ensure that minority and disadvantaged students obtain a realistic perspective of what is involved in medical education.

Admissions. The Admissions Committee reviews all applications for admissions. Attempts are made to select students who are not only academically qualified, but also demonstrate non-cognitive characteristics believed to influence successful completion of medical school (i.e. motivation, leadership qualities, realistic understanding of medicine, and other personal traits). The Committee interviewers includes basic and clinical faculty, as well as medical students. In addition to previous academic performance, minority applications are individually scrutinized and evaluated to identify factors which may have disadvantageously affected the student's earlier academic record or which may predict future achievement. The Assistant Dean screens all minority applications and meets with the minority applicants who come for an interview. A personal interview is required of all applicants who are under serious consideration for admission. Limited funding is available to assist minority applicants with the cost of transportation and interviewing. Application fees may be waived by MCW when requested by the applicant, who must first obtain an AMCAS waiver.

Academic Support Programs. The Medical College of Wisconsin provides academic support for all students who encounter academic difficulties. Faculty are available for assistance. In addition, two Learning Skills Specialists work with students individually or through workshops and a tutorial program. The School offers a decelerated program whereby students can complete the first two years over a three-year period. Study skills training and a National Board Review Program are also available to all students.

Summer Bridging. Several days prior to the official start of classes, all entering students attend orientation sessions which concentrate on the realities and demands of the medical curriculum and the acquisition of study and test-taking skills. Time is also devoted to socialization and adjustment to a new environment. For matriculating minority students, a six-week summer enrichment (bridging) program is available. Here, attention is given to each individual student's needs, with emphasis on identifying potential problems and learning patterns, time management, and problem-solving skills, which may be unique to the study of medicine.

Student Financial Aid Assistance. Minority students with outstanding academic credentials are encouraged to apply for scholarships offered through the Medical College of Wisconsin by contacting the Assistant Dean for Minority Student Affairs. Several major competitive scholarships are available. For Wisconsin residents, the Dean's Scholarship reflects the College's commitment to ensure that qualified minority students have an opportunity to pursue their goal of a medical education and career. Other scholarships are open both to Wisconsin and out-of-state residents. A Tuition Forgiveness Program offers underrepresented minority students who show promise of success, but whose academic preparation is weak, an opportunity to pursue their medical education without incurring a great financial risk. The Tuition Forgiveness Program accepts two students a year. Additional financial assistance available through MCW (including federal and institutional scholarships and loans) is awarded solely on the basis of need. The Office of Student Financial Services is available to direct students to various sources of support. Students may apply for financial aid as soon as they have been accepted and have indicated their intent to enroll. Because of restrictions placed on loans and scholarship funds, financial aid can rarely be obtained by students who are not U.S. citizens.

University of Wisconsin Medical School

Address inquiries to
Robert H. Brown
Specialist—Academic Support
University of Wisconsin
Medical School
1300 University Avenue, Room 1205
Madison, Wisconsin 53706
(608) 263-3713

Recruitment. The Office of Student Services coordinates all recruitment activities. Visits are made throughout the year to secondary schools and colleges in the state, and to other schools nationally. High school students who are residents of Wisconsin are encouraged to become familiar with the medical school through two summer programs. These programs provide opportunities for students to participate as research assistants in the laboratories of university faculty or to take college-level science or mathematics courses.

Admissions. Minority faculty and students are represented on the Admissions Committee. Some of the factors considered by the Committee when reviewing applicants include: non-traditional experiences, intellectual ability, breadth of academic and nonacademic interests, ability to communicate with others, motivation for medicine, determination to help others, and personal characteristics.

Interviews are arranged on campus and total reimbursement for travel to the university may be provided. Although there is a limitation on non-resident enrollment, qualified non-resident minorities are encouraged to apply. Rarely is serious consideration given to applicants with poor academic records. The prerequisite courses of biology, chemistry, mathematics, and physics must include one semester of advanced biology with laboratory.

Academic Aid Programs. Tutors and study skills specialists are available throughout the academic year.

Self-assessment tests and a variety of study skills materials are also available to prepare the student for exam-taking. Extensive counselling is also available.

Summer Gross Course. Students holding an acceptance into the entering class may matriculate in the Summer and enroll in the 8-credit Gross Human Anatomy course. In addition to the course, students receive an overview of the remaining courses taken in the Fall semester and study skills assistance. In this way, students are introduced to the curriculum and assisted with the transition into medical school. Financial aid awards for the summer course are based on the availability of funds.

Student Financial Assistance. The university makes available financial aid in the form of grants, scholarships, and low interest loans to all students who demonstrate financial need. These funds are awarded based on the availability of funds, and information the student provides on the University financial aid application. The average minority financial aid package consists of approximately 60% grant awards and 40% loans during the four years of medical school.

Other Pertinent Information. The American Medical College Application Services (AMCAS) application must be filed with AMCAS by November 1. All additional information including the completed Wisconsin Supplemental Application form, letters of recommendation (3), and scores from the Medical College Admissions Test (MCAT) must be received no later than January 15 of the desired entry year. A Wisconsin application fee of $20.00 is required of all students *except* those receiving an AMCAS *fee waiver.* Resident applicants who have been accepted prior to July 1, may choose to delay matriculation into medical school for one (1) year.

Table 1
SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS

43 U.S. Medical Schools Offering Programs for Students at the High School Level

Albany
Albert Einstein
Arkansas
Brown
California–San Francisco
California, Southern
Chicago Medical
Chicago-Pritzker
Columbia
Connecticut
Drew
Georgetown
Georgia, Medical College of
Jefferson
Louisiana State-New Orleans
Loyola-Stritch
Massachusetts, University of
Mayo
Michigan, University of
Minnesota-Duluth
Minnesota-Minneapolis
Missouri-Columbia
Missouri-Kansas City
Mount Sinai
New York University
SUNY-Brooklyn
SUNY-Syracuse
Nevada
North Carolina
Northeastern Ohio
Northwestern
Oklahoma
Oregon
Pennsylvania, University of
Rush
South Carolina, Medical University of
Tennessee, Memphis
Texas A&M
Texas, San Antonio
Utah
Vermont
Washington, University of
Wright State
Yale

58 U.S. Medical Schools Offering Programs for Students at the Undergraduate College Level

Alabama South
Alabama, University of
Albany
Albert Einstein
Arkansas
Baylor
Brown
California-Davis
California-Irvine
California-San Francisco
California, Southern
Chicago-Pritzker
Chicago Medical
Connecticut
Cornell
Drew
East Carolina
East Tennessee
Eastern Virginia
Emory
Georgetown
Georgia, Medical College of
Harvard
Illinois, Southern
Illinois, University of
Loma Linda
Massachusetts, University of
Mayo
Meharry
Mercer
Miami
Michigan State
Minnesota-Duluth
Mississippi
Morehouse
Nebraska
New Jersey-Newark
New York Medical
North Carolina
North Dakota
Oklahoma
Pittsburgh
Robert Wood Johnson (Rutgers)
Rochester
South Carolina, Medical University of
Tennessee, Memphis
Texas A&M
Texas-Galveston
Texas-Houston
Texas-San Antonio
Tulane
Utah
Vermont
Virginia, Medical College of
Virginia, University of
Washington, University of
West Virginia
Wright State

Table 1 (Continued)

SUMMER AND YEARLY MOTIVATIONAL AND ENRICHMENT PROGRAMS

61 U.S. Medical Schools Offering Summer Programs for Students Accepted to Their Medical School

Alabama, South
Alabama, University of
Albany
Albert Einstein
Arkansas
Boston University
Bowman Gray
Brown
California-Davis
California-Irvine
California-Los Angeles
California-San Francisco
California, Southern
Case Western
Chicago Medical
Cincinnati
Colorado
Connecticut
Creighton
Drew
East Carolina
East Tennessee
Florida, University of
Georgia, Medical College
Hahnemann
Harvard
Howard
Illinois, Southern
Illinois, University of
Iowa
Kentucky
Louisiana State-New Orleans
Loma Linda
Maryland
Michigan, University of
Michigan State
Mississippi
Mount Sinai
New Jersey-Newark
New York Medical
SUNY-Buffalo
SUNY-Brooklyn
SUNY-Syracuse
North Carolina
Ohio, Medical College of
Ohio State
Pennsylvania, Medical College of
Pittsburgh
Puerto Rico, University of
Robert Wood Johnson (Rutgers)
Stanford
Temple
Tufts
Tulane
Virginia, Medical College of
Virginia, University of
Washington, University of
Wayne State
Wisconsin, Medical College of
Wisconsin, University of
Wright State

3 U.S. Medical Schools Offering Summer Programs for Students Accepted to Any Medical School

Baylor
California-San Diego
New Mexico

9 U.S. Medical Schools Sponsoring Postbaccalaureate Programs

Boston
Connecticut
Creighton
Florida, South
Illinois, Southern
Michigan State
Michigan, University of
North Dakota
Wayne State

*Of the 126 schools who responded to the questionnaire, 99 offer some form of Summer and/or Yearly Motivational and Enrichment Programs.

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	2	1/1	100.0	1	1/0	100.0	0	0/0	.0	0	0/0	.0
Accepted	1	1/0	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
1988-89												
Applied	30	19/11	6.7	4	4/0	.0	2	1/1	.0	2	1/1	.0
Accepted	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Matriculated	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
Enrolled												
First-Year	2	0/2	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0
All Years	1	0/1	100.0	0	0/0	.0	0	0/0	.0	0	0/0	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	1	1	0
American Indian	0	0	0
Mexican American/Chicano	0	1	0
Mainland Puerto Rican	0	0	0

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987-88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	154	82/72	5.8	13	10/3	7.7	87	68/19	.0	12	9/3	.0
Accepted	11	6/5	18.2	1	1/0	100.0	13	10/3	.0	1	1/0	.0
Matriculated	5	3/2	20.0	1	1/0	100.0	5	4/1	.0	0	0/0	.0
Enrolled												
First-Year	5	3/2	16.7	1	1/0	100.0	5	4/1	.0	0	0/0	.0
All Years	17	7/10	23.5	3	2/1	100.0	10	8/2	.0	3	1/2	.0
1988-89												
Applied	106	51/55	4.7	11	6/5	9.1	69	48/21	2.9	16	11/5	18.8
Accepted	1	1/0	.0	1	1/0	100.0	4	3/1	.0	1	1/0	100.0
Matriculated	0	0/0	.0	1	1/0	100.0	1	1/0	.0	0	0/0	.0
Enrolled												
First-Year	3	0/0	.0	1	1/0	100.0	2	1/1	.0	0	0/0	.0
All Years	13	6/7	30.8	2	2/0	100.0	10	9/1	.0	2	1/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987-88	1988-89	1989-90
Black American	3	4	1
American Indian	1	0	0
Mexican American/Chicano	0	1	3
Mainland Puerto Rican	1	1	1

Minority Applicants, Admissions, Matriculants and Enrollments for the Academic Years 1987 and 1988

	Black American			American Indian			Mexican American/Chicano			Mainland Puerto Rican		
1987–88	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents	Total	Men/ Women	% State Residents
Applied	114	64/50	.0	13	10/3	.0	48	34/14	.0	11	7/4	.0
Accepted	9	3/6	.0	1	0/1	.0	5	3/2	.0	1	1/0	.0
Matriculated	3	0/3	.0	1	0/1	.0	5	3/2	.0	1	1/0	.0
Enrolled												
First-Year	7	2/5	.0	1	0/1	.0	6	3/3	.0	1	0/0	.0
All Years	13	5/8	.0	7	2/5	.0	20	14/6	.0	8	0/1	.0
1988–89												
Applied	101	50/51	.0	17	8/9	.0	62	43/19	.0	19	15/4	.0
Accepted	7	3/4	.0	3	0/3	.0	9	6/3	.0	3	3/0	.0
Matriculated	2	1/1	.0	2	0/2	.0	2	2/0	.0	3	3/0	.0
Enrolled												
First-Year	2	1/1	.0	3	0/3	.0	2	2/0	.0	3	3/0	.0
All Years	13	5/8	.0	7	2/5	.0	20	14/6	.0	8	7/1	.0

Source: AAMC—Student & Applicant Information Management System (SAIMS)

Minority Students Graduated for the Academic Years 1987 to 1989

Minority Group	1987–88	1988–89	1989–90
Black American	4	4	3
American Indian	0	0	2
Mexican American/Chicano	3	2	4
Mainland Puerto Rican	1	0	0